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ABSTRACT

The alliance of private industry and the schools has produced many excellent job-oriented education programs for the potential school dropout, the hard-core unemployed, and the underemployed. However, the majority of educators and businessmen throughout the country probably are not aware of the variety of cooperative training ventures that have been attempted because no detailed compilation of information about such programs has been available. Such a report has now been prepared on a project supported by the U. S. Office of Education through its Targeted Communications Program. The four documents included in this kit are: (No. 9-A) "A Survey of Existing Cooperative Job-Oriented Education Programs" which provides a brief description of 61 exemplary programs and classifies the programs by target population type of program, type of sponsoring company, organization, and state; (No. 9-B) is a synthesis and analysis of data from questionaires completed by the participating school and business personnel on their programs; (No. 9-C) gives a more detailed description of 15 of the exemplary programs; and (No. 9-D) is a list of current selected ERIC documents on preparing the disadvantaged for the world of work. A related document is ED 034 086. (ON)

ED 034 085

PREP

No. 9

PREP is . . .

- *a synthesis and interpretation of research, development, and current practice on a specific educational topic*
- *a method of getting significant R&D findings to the practitioner quickly*
- *the best thinking of researchers interpreted by specialists in simple language*
- *the focus of research on current educational problems*
- *a format which can be easily and inexpensively reproduced for wide distribution*
- *raw material in the public domain which can be adapted to meet local needs*
- *an attempt to improve our Nation's schools through research*
- P *utting*
  R *esearch into*
  E *ducational*
  P *ractice*

Schools and Industry Cooperate

Job-Oriented Education Programs for the Disadvantaged

The alliance of private industry and the schools has produced many excellent job-oriented education programs (i.e., programs designed to enhance the employability of disadvantaged individuals through job training and related educational experiences) for the *potential school dropout*, the *hard-core unemployed*, and the *underemployed*. However, the majority of educators and businessmen throughout the country probably are not aware of the variety of cooperative training ventures that have been attempted because no detailed compilation of information about such programs has been available.

Accordingly, the U.S. Office of Education, through its Targeted Communications Program, supported a project to survey the efforts of industry and the schools to provide such programs for the disadvantaged. This is the interpretive report from that project, as prepared for the practicing educator by Dr. Trudy W. Banta, Dr. Douglas C. Towne, and Mrs. Linda G. Douglass of the University of Tennessee in Knoxville.

Four documents are included in this kit. No. 9-A, "A Survey of Existing Cooperative Job-Oriented Education Programs," provides brief descriptive information about 61 programs identified as exemplary, with a classification of these programs by target population type of program, type of sponsoring company or organization, and State.

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Office of Education

Document 9-B is a synthesis and analysis of data from questionnaires completed by the participating school and business personnel on their programs.

No. 9-C gives a more detailed description of 15 of the 61 exemplary programs, selected as being representative of the group or as having a target population or program approach worthy of special note. The presentation of information is designed for persons who may be interested in establishing similar programs in their own localities.

The last document, No. 9-D, is a list of some current selected ERIC documents in this area, with the necessary data for ordering copies from EDRS.

This material was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

PREP

No. 9-A

A SURVEY OF EXISTING COOPERATIVE JOB-ORIENTED EDUCATION PROGRAMS

Introduction

Lack of education is one important reason why some individuals are unemployed and/or have extremely low incomes. Many of the so-called disadvantaged have sought a way out of their plight through the avenue of employment; but being unable to read or write they have found it impossible to complete a job application, pass a placement test, or profit from written instructions connected with performance of a job. Those fortunate enough to be employed have often had difficulty in communicating with their supervisors.

One way of meeting the problems with which the disadvantaged confront potential employers would be to restructure certain jobs to allow for the shortcomings of the worker. Undoubtedly, some restructuring is necessary; but if a worker is merely trained to perform a certain narrow task now, the inevitability of his joining the ranks of the unemployed is just postponed. If, along with his job training, the worker is not given the basic education in communications skills, applied arithmetic, and other basic skill courses that will allow him to adapt to change, then when technological advances make his job obsolete he may not be able to make the adjustment that would allow him to remain employed.

Many of the disadvantaged have had an opportunity to acquire an education in the public schools but have turned it down by dropping out as soon as possible because the programs offered did not seem to fit their needs. Even vocational education in high school may not interest a student if he has no opportunity while in school to put his training to use in a job situation.

On the other hand, work-study programs sponsored by private industry may be much more appealing to a disadvantaged individual because he is enabled to earn wages for performing useful work while he learns, thus enhancing his image of himself as a worthwhile person. Furthermore, the basic education courses arranged by industry for its workers may be viewed much more positively by the disadvantaged than are traditional school courses if the industry-sponsored classes truly begin at the individual's level of understanding and teach him concepts that are related to his own everyday experiences.

OFFICE OF EDUCATION

The current dropout rate is evidence that the schools are not successfully meeting the educational needs of all segments of the Nation's schoolage population. College-preparatory curriculums have often taken precedence over the types of basic education and vocational training that are needed by the disadvantaged. The latter have elected to terminate their schooling rather than endure the humiliation of competing with their more fortunate classmates in classes which for them have little meaning. In attempting to meet the special needs of the disadvantaged, the schools could benefit greatly from some exposure to the thinking of businessmen whose very existence depends on the successful operation of a job training program. As the Research and Policy Committee of the Committee for Economic Development (1965) has pointed out:

> *In the improvement of vocational education, businesses have a necessary part to play. They are a source of information about current and prospective job requirements and about which aspects of worker preparation are best done in the school or on the job. The cooperation of business is indispensable to programs for work experience during the education period and job placement afterwards. In many cases, businesses can help to make up-to-date equipment and experts available to the schools. Business firms have had a wide experience in job-oriented training, and should participate heavily in the development of methods that will be economical and effective. Businesses should perform these functions not only because they have an interest in the supply of labor but also because they have a unique ability to do something important for their community* (p.26).

In setting up work-study programs designed to make better informed and more productive workers of its disadvantaged employees, private industry could also benefit from contact with the schools. While they have experienced some failures in dealing with the disadvantaged, the schools still employ a good number of those who know most about how humans learn. The business community could employ school teachers either to instruct industry-sponsored courses in communications skills, human relations and applied arithmetic or to serve as resource persons for the industry's own teachers. Classrooms and instructional materials already utilized by the schools might be shared with industry at less expense than might be incurred if industry undertook to provide its own facilities. In some cases companies might find that utilizing some existing school courses in adult education, remedial reading, or vocational training would obviate the need for the companies to set up their own courses in these areas.

In the past educators employed by the schools have been concerned almost solely with academic affairs, while training directors in industry have been primarily concerned with specific job training. The fact that there has been little contact between the schools and the business community has sometimes led to wasteful duplication of efforts in some areas of training and to costly neglect in other areas. It is high time that the two communities began to pool their resources in order to provide integrated programs of on-the-job training and practical education for the disadvantaged. This is the type of effort which this study is designed to promote. By compiling an extensive collection of information on the existing cooperative programs and placing this report in the hands of leaders of industry and the schools in a given locality, the initiation of further cooperative efforts may be stimulated.

List of Job-Oriented Education Programs for the Disadvantaged Sponsored Jointly by Private Industry and the Schools

Identifying Characteristics	Principal Activity of Company	Job Titles (or training areas)	Age Range of Participants	Description of Program
*1. Chrysler Corp. Northwestern HS Detroit, Mich.	Automobile manufacturing	Auto Mechanic Service Station Attendant Secretary (Data Processing) (Business for school use)	Under 18	School adoption program involving curriculum planning, job training, placement of graduates, etc.
2. Michigan Bell Telephone Co. Northern Senior HS Detroit, Mich.	Installation and maintenance of telephone service	Lineman (Computer Technology)	Under 18 18-25	Six weeks' training class to qualify graduating seniors from this inner-city school for telephone company jobs.
3. J. I. Case Co. Unified School District Number 1 of Racine Racine, Wis.	Manufacturer of agricultural equipment	(Basic Machine Skills) (Office and Clerical Skills)	Under 18	School-work experience program for potential school dropouts undertaken to emphasize the importance of formal education and the need to graduate from high school in relation to securing and holding employment.

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* An identifying number has been assigned to each program for classification purposes (see pp.37-40 of this document).

Identifying Characteristics	Principal Activity of Company	Job Titles (or training areas)	Age Range of Participants	Description of Program
4. Honeywell Inc. Emily Griffith Opportunity School Denver, Colo.	Manufacture and design of scientific instrumentation systems	Cable Harness Maker Assembler, Circuit Board; Mechanical	18-25	Six to 10 weeks' training in one of three skills for hard-core unemployed. Basic education is provided by the school.
5. Prudential Insurance Co. of America Education Center for Youth Newark, N.J.	Insurance	Clerical Trainee	Under 18 18-21	A school for dropouts (out of school 6 months or more) to help them earn regular high school diplomas. Work-Study Program with 100 jobs for students guaranteed by seven local businesses, including Prudential. Students work one week, attend school the next.
6. *				
7. Ohio Bell North Evening HS Cleveland, Ohio	Communications	(Remedial Education)	18-25	Five-week preemployment remedial education program for prospective employees. Emphasis on basic vocabulary, remedial reading, and mathematics, with vocational counseling and basic science included.

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* Program dropped from survey for lack of information.

Identifying Characteristics	Principal Activity of Company	Job Titles (or training areas)	Age Range of Participants	Description of Program
8. Goodyear Tire and Rubber Co. Akron Public Schools Akron, Ohio	Rubber manufacturing	(Preapprentice Training)	18-25	Preapprentice training for Negroes. Includes math, science, communicative skills; and vocational training in welding, electricity, machine shop, sheet metal, and drafting. Conducted for 20 students in training 35 hours per week for 25 weeks.
9. Mosler Safe Co. Hamilton City School System's Miami Valley Institute of Technology Hamilton, Ohio	Security systems (Safes)	(Industrial and Manufacturing Education)	18-25	"Rewards Through Education and Challenge" (REACH) program provides training to prepare recent high school graduates for industrial employment. Trainee allowances provided by employer.
10. General Foods Corp. Manpower Development Training Center (White Plains Adult Education System) White Plains, N.Y.	Food manufacturing	Stenographic Trainee (Basic Education)	18-25	12-24 weeks' basic education and stenographic training for secretarial candidates for economically and/or socially deprived areas. General Foods finances the program and provides trainee allowances.

Identifying Characteristics	Principal Activity of Company	Job Titles (or training areas)	Age Range of Participants	Description Program
11. Creative Playthings New Jersey State Department of Education Trenton, N.J.	Toy manufacturing	(Industrial and Business Skills)	Under 18	Employer is one of a group of companies which furnishes equipment and materials for three mobile education units which travel to schools across the State offering instruction to migrant farm workers and their families. In some cases trainees manufacture products for which the employer pays.
12. *				
13. Fourth National Bank & Trust Co. Wichita Central Vocational School Wichita, Kan.	Banking	(Office Skills, Bank)	18-25	Eight-week course for prospective minority group employees in bank office skills training and bank operations orientation. All Wichita banks provide financial support; school conducts the training.
14. North American Rockwell Downey Unified School District Downey, Calif.	Building spacecraft	(Plastics Fabrication) (Structures Assembly)	Under 18	Company provides consultants and equipment for a school-operated vocational education program in plastic fabrication and structures assembly.

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* Program dropped from survey for lack of information.

Identifying Characteristics	Principal Activity of Company	Job Titles (or training areas)	Age Range of Participants	Description Program
15. Chesapeake and Potomac Telephone Co. of Maryland Baltimore City Public Schools Baltimore, Md.	Communication	PBX Operator Trainee Teletype Operator Trainee IBM Keypunch Operator Trainee Clerical Trainee	Under 18	Work experience program for 12th-grade students. Company employs students in clerical positions
16. Jeff-Vander-Lu Construction Co. Soldan HS St. Louis, Mo.	Construction	Laborer, Carpentry	Under 18	Underachievers in Negro high school given construction jobs renovating old houses. Board of Education paid for labor; construction firm provided training.
17. Goldsmith's Department Store Carver HS Memphis, Tenn.	Retail merchandising	(Distributive Education)	18-40	Distributive education and counseling program for prospective employees conducted by the school personnel on company premises.
18. Kaiser Industries Alameda Unified School District Alameda, Calif.	Steel production	Clerical Trainee, General Garage Attendant Librarian Aide	Under 18 18-25	Work experience program for minority youth.

Identifying Characteristics	Principal Activity of Company	Job Titles (or training areas)	Age Range of Participants	Description Program
19. Lowenbaum Manufacturing Co. Cape Girardeau Vocational-Technical School Cape Girardeau, Mo.	Apparel manufacturing	Industrial Sewing Machine Operator	18-40	60-hour course in industrial sewing machine operation, conducted at the school, for females with no skills. Company provided the instructor.
20. Rotary Club of Kansas City Kansas City, Missouri, Public Schools Kansas City, Mo.		(Work Orientation)	Under 18 18-21	Work experience and education (Double E) program for school dropouts capable of doing ordinary classwork and holding a job. Thirty companies offer employment to Double E participants. Schools offer course work leading to diploma.
21. *				
22. Berg, Fairchild Gould, Inc. Rockford Public HS Rockford, Ill.	Psychological Consulting Firm	(Vocational Counseling)	Under 18 18-40	Program to provide aptitude testing and vocational guidance for high school boys (seniors) and dropouts.

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* Program dropped from survey for lack of information.

Identifying Characteristics	Principal Activity of Company	Job Titles (or training areas)	Age Range of Participants	Description Program
23. Lukens Steel Co. Coatesville Area School District Coatesville, Pa.	Manufacture of steel plate	Laborer	18-25	Special Training and Education Program (STEP) providing 120 working days of basic education and job training for the hard-core unemployed. School provides an hour a day of basic education; company employs and trains participatnts on the job for eight hours a day.
24. First Pennsylvania Bank School District of Philadelphia Philadelphia, Pa.		EDP Machine Operator Clerk, General Credit Trainee Stock Certificate Proof Reader	Under 18	Business Experience - Education Program (BEEP) providing 42 weeks of clerical work experience at the bank, in addition to regular schooling, for junior and senior boys in inner-city schools with high dropout rates.
25. Southwestern Public Service Co. Amarillo Public Schools Amarillo, Texas	Food service (selection, use, care of commercial kitchen equipment)	(Food Service)	Under 18	Company provides consultants and equipment for a school-operated course in commercial food service and restaurant operation.
26. *				
27. *				

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* Program dropped from survey for lack of information.

Identifying Characteristics	Principal Activity of Company	Job Titles (or training areas)	Age Range of Participants	Description Program
28. Royal Typewriter Hartford Connecticut Public Schools, Adult Bureau Hartford, Conn.	Typewriters	(Remedial Education)	25-40	Basic course in English conducted by school personnel for Spanish-speaking company employees. Course taught on company premises.
29. Chadbourn-Gotham, Inc. Hall County Board of Education Gainesville, Ga.	Hosiery manufacturing	(Dyeboarding) Toe sewing)	18-25	Four weeks of employability training for hard-core unemployed conducted for this hosiery manufacturer by local school.
30. R. H. Macy, Inc. Hiram W. Johnson Senior HS Sacramento, Calif.	Retail merchandising	Clerk	Under 18	Macy provides work experience for high school students interested in merchandising.

Identifying Characteristics	Principal Activity of Company	Job Titles (or training areas)	Age Range of Participants	Description Program
31. F. L. Smithe Machine Co. Altoona HS Duncansville, Pa.	Envelope-making machinery	(Vocational Training, Machinery)	18-25	Classroom instruction in blue-print reading, machining theory, and care and use of precision instruments conducted by school and on-the-job training conducted by company for prospective company employees.
32. A & B Auto Electric Milby Senior High Houston, Texas	Automobile services	Auto Mechanic	18-25	Company provides on-the-job training in rebuilding starters and generators to potential school dropouts.
33. Smith, Kline & French Laboratory School District of Philadelphia Philadelphia, Pa.	Research, development, manufacturer and marketing of pharmaceuticals	(Purchasing) (Sales Services (Printing) Draftsman (Visual Communications) Financial Clerk (Inspection Control) (Record Management) Lab Helper Marketing Research Clerk Systems Clerk Mail and Stockroom Clerk Planning and Scheduling Clerk Lab Technician Multilith Operator	Under 18	Company provides meaningful jobs in various areas of the company for ghetto high school students.

Identifying Characteristics	Principal Activity of Company	Job Titles (or training areas)	Age Range of Participants	Description Program
34. Smith, Kline & French Laboratory Philadelphia Board of Education Philadelphia, Pa.	Research, development, manufacture and marketing of pharmaceuticals	(Remedial Education)	25-40	Company provides basic math and English courses for employees who lack academic skills. The purpose of the program is to enhance the promotability of low-level employees and thus facilitate upgrading. School personnel teach the courses on company premises.
35. Shell Oil Co. Louis D. Brandeis HS New York, N.Y.	Automobile services	Service Station Attendant Auto Mechanic Salesman	18-25	Company furnishes school with curriculum consultants and materials in order to train students to work in and/or operate service stations.
36. Phoenix Mutual Life Insurance Co. Hartford Public HS Hartford, Conn.	Insurance	(Work Orientation)	Under 18	Visitation program for potential high school dropouts. Students are invited for lunch (eight or fewer at a time) with three Phoenix employees. Employees tell about their jobs and how high school subjects helped them. Then the students are taken into the working area and are told what work is being done.

Identifying Characteristics	Principal Activity of Company	Job Titles (or training areas)	Age Range of Participants	Description Program
37. Phoenix Mutual Life Insurance Co. Hartford Public HS Hartford, Conn.	Insurance	Clerk	Under 18	For slow learners who appear to be potential school dropouts, Phoenix breaks simple clerical jobs into parts and teaches the students one part at a time until they master the whole job. Students spend 4 hours per day in school and 3 1/4 on the job.
38. Leaf Brands Division, W. R. Grace Chicago Board of Education Chicago, Ill.	Candy making	(Remedial and Basic Education)	25-40	Company sponsors three types of educational opportunities for its employees: (a) English as a second language in preparation for citizenship, (b) basic education for illiterates, (c) academic work leading to eighth-grade graduation.
39. Bank of the Commonwealth Detroit School System Detroit, Mich.	Banking	(Career Counseling)	Under 18	Job Fair Program sponsored by many Detroit firms. Career counseling was offered to recent high school graduates. Then employers interviewed, tested, and selected future employees from among the Job Fair participants.

Identifying Characteristics	Principal Activity of Company	Job Titles (or training areas)	Age Range of Participants	Description Program
40. Eastman Kodak Rochester City School District Rochester, N.Y.	Manufacture of photographic equipment	(Career Counseling)	Under 18	The company provides consultants and audiovisual equipment to help implement a school career guidance project.
41. Eastman Kodak Rochester City School District Rochester, N.Y.	Manufacture of photographic equipment	(Work-Study)	Under 18	Work experience and education program for potential school dropouts.
42. Carnation Co. Mid-City Occupational Center Los Angeles, Calif.	Dairy	(Dairy Processing)	18-25	Twenty 3-hour classroom sessions in dairy processing techniques are taught in the adult basic education facility for prospective dairy employees by personnel from the dairying industry. Twenty dairies cooperate in sponsoring the program.
43. International Business Machines Centennial HS Compton, Calif.	Manufacture computers	Programmer Trainee	Under 18	Summer employment in data processing following high school graduation. Purpose is to encourage qualified minority group students to consider careers in data processing. School counselors recommended students for the program.

Identifying Characteristics	Principal Activity of Company	Job Titles (or training areas)	Age Range of Participants	Description Program
44. Houdaille-Duval-Wright Co. Florida Junior College Jacksonville, Fla.	Concrete construction products	(Management Training)	NA*	Company sponsors a school-operated program to improve supervisory techniques and leadership abilities among plant leadmen (primarily nonwhites).
45. Detroit Edison Co. Wayne State University Detroit, Mich.	Electric utility	(Skills Training and Work Orientation	25-40	Company-sponsored program of job training and general orientation training designed to enhance the employability of a group of hard-core unemployed Negro males. Also sensitivity training for supervisors.
46. Orange County Equal Opportunity Employers' Association Orange County Schools Santa Anna, Calif.		(Sensitivity Orientation for Counselors)	25-40	Vocational Guidance Institute sponsored by Employers' Association. Thirty school counselors were trained to deal with minority students. The 3-week program emphasized promoting hard-core awareness of available job opportunities.

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* Not applicable.

Identifying Characteristics	Principal Activity of Company	Job Titles (or training areas)	Age Range of Participants	Description Program
47. International Business Machines Los Angeles City Schools Los Angeles, Calif.	Manufacture of computers	(Computer Programming)	Under 18	A 10-week company-sponsored computer programming course for interested high school students to stimulate interest in further education and in data processing.
48. The Trane Co. Western Wisconsin Technical Institute La Crosse, Wis.	Manufacture of air-conditioning and refrigeration equipment	Air Conditioning and Refrigeration Technican Welder Auto Mechanic	NA*	Trane donates equipment to the school, provides curriculum consultants and some teacher training, furnishes teachers for some evening courses,and sends some employees to school for retraining. Vocational school helps train their employees, presents courses under MDTD, ARA, etc.
49. State Farm Insurance Co. Bloomington Public School Bloomington, Ill.	Insurance	File Clerk General Clerk	18-40	Local firms financed a school-operated program of education and on-the-job trainig for Negroes with no skills.

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* Not applicable.

Identifying Characteristics	Principal Activity of Company	Job Titles (or training areas)	Age Range of Participants	Description Program
50. MacGregor/ Brunswick Courter Technical School Cincinnati, Ohio	Manufacture of golf and other sporting equipment	Stenographic Trainee	Under 18	Work experience program for students with stenographic skills. Company hires girls for 10 weeks; then they attend school for 10 weeks.
51. Aetna Life and Casualty Weaver HS Hartford, Conn.	Insurance	Multigraph Operator Mail Clerk Material Handler File Clerk	Under 18	Clerical work experience program for high school students.
52. Ford Motor Co. McNamara Skill Center Detroit, Mich.	Automotive manufacturing	Messenger Clerk Typist Stock Handler Production Worker Production Welder	18-40	Project 250 to employ and train 250 hard-core unemployed. Company provides job training and extensive counseling services. School provides remedial education.
53. Quad-City Employment Council Black Hawk College Moline, Ill.		(Sensitivity Orientation for Counselors)	NA*	Summer workshop for school counselors to acquaint them with the problems of disadvantaged individuals and the practices of industry.

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* Not applicable.

Identifying Characteristics	Principal Activity of Company	Job Titles (or training areas)	Age Range of Participants	Description Program
54. John Deere and Co. Black Hawk College Moline, Ill.	Manufacture of farm implements	(College Readiness Program)	Under 18 18-25	College Readiness Program to prepare disadvantaged minority students for college--either BA or Occupational Curricula. Six weeks' program of classes in the mornings, employment in the afternoon. Several local firms were involved.
55. Portland Cement Association Waukegan Township HS Waukegan, Ill.	Cement manufacturing	Cement Mason	18-25	Basic education and pre-apprenticeship training for the cement mason and plastering occupations.
56. Penn Mutual Life Insurance Co. School District of Philadelphia Philadelphia, Pa.	Insurance	Clerical Trainee	Under 18	"Two-Week Look at Business" program designed to motivate high school students to stay in school and to improve their school records. Students spend two weeks during the summer "trying out" various jobs in 16 Philadelphia firms, including Penn Mutual.

Identifying Characteristics	Principal Activity of Company	Job Titles (or training areas)	Age Range of Participants	Description Program
57. Goodyear Tire and Rubber Co. Akron Public School Akron, Ohio	Rubber manufacturing	(Sensitivity Orientation for High School Counselors) (Work Orientation for High School students)	NA* Under 18	Summer work experience for high school counselors from Akron inner-city schools. Counselors paid by the firm while they learn what jobs are available for disadvantaged youth and what training the youth need in preparation for the jobs. High school students are also involved. They receive general orientation to industry hiring procedures.
58. Stanford Chamber of Commerce Stanford HS Stanford, Conn.		(Occupational Information)	Under 18	Chamber of Commerce provides speakers for career conference aimed at high school seniors.
59. Coca Cola Co. Chicago Board of Education Chicago, Ill.	Manufacture of syrups and concentrates	(Basic Education)	25-40	School taught in-plant classes--2-hour session twice weekly--in basic education for company employees.

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* Not applicable

Identifying Characteristics	Principal Activity of Company	Job Titles (or training areas)	Age Range of Participants	Description Program
60. Weyerhaeuser Co. Tacoma Vocational Technical Institute Tacoma, Wash.	Lumber production	Clerk Typist	18-40	A 4-week general orientation program preceding clerk-typist training was financed by several local firms, including Weyerhaeuser, and conducted by the school.
61. Carson Pirie Scott and Co. Urban Youth Program-Double E Chicago, Ill.	Retail merchandising	Clerk (Merchandising and Basic Education)	Under 18	"Double E" work experience-education program for out-of-work school dropouts. 12 hours a week are spent in class and 24-32 hours on the job. Carson is one of 50 Chicago firms providing employment for Double E students.
62. Union Carbide Oak Ridge Associated University Oak Ridge, Tenn.	Manufacture of chemicals	Electronics Technician Tool Machine Set-up Operator Welder Maintenance Mechanic Laboratory Aide Draftsman Programmer Inspection and Testing Technician E & D Technician	18-40	Training local disadvantaged persons to qualify them for entry-level employment. Basic education and job training involved.

Identifying Characteristics	Principal Activity of Company	Job Titles (or training areas)	Age Range of Participants	Description Program
63. American Machine and Foundry Co. Richmond Technical Center Richmond, Va.	Machinery manufacturing	Assembler, Electronic Machinist Painter Sheet Metal Operator Welder Drill Press Operator	18-40	Providing consultants and/or equipment for a school-company operated vocational education program for potential and actual dropouts; also basic education and job training for the hard-core unemployed.
64. General Electric Lamp Division Woodland Job Training Center Cleveland, Ohio	Manufacture of electric lamps	Occupational Trainee	18-21 16-22	G.E. donated a factory to Cleveland Board of Education which is now used by several local firms in conjunction with the Board to provide basic and remedial education, job skill training, and job placement for school dropouts and the hard-core unemployed.
65. Honeywell, Inc. Special School District No. 1 Minneapolis Public School Minneapolis, Minn.	Manufacture of heating and aircraft controls	Assembler	18-40	Four hours per day of remedial education provided by school personnel on company premises for hard-core individuals who are receiving company-conducted on-the-job training for four hours daily.
66. Chase Manhattan Bank New York City Public Schools New York, N.Y.	Banking	Clerical Trainee	Under 18	BET Program: Part-time clerical work-experience, counseling, and general orientation training for part-time students from ghetto high schools.

Programs Classified by Type of Sponsoring Company* or Organization

/Numbers correspond to those assigned to the programs for classification purposes./

Contract construction

Building construction--general contractors 16

Manufacturing

Food and kindred products 10, 38, 42, 59
Apparel and other finished products made from fabrics 19, 29
Lumber and wood products 60
Chemicals and allied products 33, 34, 62
Rubber 8, 57
Stone, clay, glass, and concrete products 44, 55
Primary metal industries 18, 23
Fabricated metal products, except ordnance, machinery, and transportation equipment 9
Machinery, except electrical 3, 28, 31, 43, 47, 54, 63
Electrical machinery, equipment, and supplies 64
Transportation equipment 1, 14, 52
Professional, scientific, and controlling instruments; photographic and optical goods; watches and clocks 4, 40, 41
Miscellaneous manufacturing industries 11, 22, 50

Transportation, communication, electric, gas, and sanitary services

Communication 2, 7, 15
Electric, gas, and sanitary services 45

Wholesale and retail trade

Retail trade--general merchandise 17, 30, 61

Finance, insurance, and real estate

Banking 13, 24, 39, 66
Insurance carriers 5, 36, 37, 49, 51, 56

Services

Miscellaneous business services 25
Automobile repair, automobile services, and garages 32, 35

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* The principal activity of the company division conducting the cooperative program was used to classify companies according to the Standard Industrial Classification Manual, 1967, Washington: U.S. Government Printing Office, 1967.

Civic or service organization

Rotary Club 20
Chamber of Commerce 58
Equal Opportunity Employers' Association 46
Merit Employment Council 53

Programs Classified by Target Population and Type of Program

/Numbers correspond to those assigned to the programs for classification purposes. /

Disadvantaged in-school youth (including those identified as potential dropouts)

Curriculum planning assistance (consultants and/or equipment provided by industry) 1, 14, 25, 35, 40, 48, 63
Industry visitation 36, 56, 57
School adoption 1, 2
Vocational guidance 22, 54, 58
Work experience and/or job-training, and education 1, 2, 3, 15, 16, 18, 24, 30, 32, 33, 37, 41, 47, 50, 51, 54, 66

School dropouts

Vocational guidance 22
Work experience and/or job training, and education 5, 20, 61, 63, 64

Hard-core unemployed

Job-training and education 4, 23, 29, 49, 52, 63, 64, 65
Job-training and general orientation training 45

Company employees

Academic work leading to 8th grade or high school diploma 38
Basic education (English or communication skills and/or basic arithmetic) 28, 34, 38, 59
Retraining (where skills have become obsolete) 48
Upgrading training 44

Prospective employees (not necessarily dropouts or hard-core unemployed)

Job Fair 39
Preemployment remedial education 7, 60
Preemployment remedial education with skills training 8, 10, 55, 62
Skills training only 9, 11, 13, 17, 19, 31, 42, 43

School counselors working with disadvantaged youth

Vocational guidance institute 46, 53, 57

Programs Classified by State

California

14, 18, 30, 42, 43, 46

Colorado

4

Connecticut

28, 36, 37, 51, 58

Florida

44

Georgia

29

Illinois

22, 38, 49, 53, 54, 55, 59, 61

Kansas

13

Maryland

15

Michigan

1, 2, 39, 45, 52

Minnesota

65

Missouri

16, 19, 20

New Jersey

5, 11

New York

10, 35, 40, 41, 66

Ohio

7, 8, 9, 50, 57, 64

Pennsylvania

23, 24, 31, 33, 34, 56

Tennessee

17, 62

Texas

25, 32

Virginia

63

Washington

60

Wisconsin

3, 48

PREP

ANALYSIS OF THE 61 COOPERATIVE EDUCATION PROGRAMS

No. 9-B

The schools and companies who had established the 61 job-oriented education programs for the disadvantaged as listed in document 9-A were asked to provide information on their programs. Separate questionnaires were sent to two representatives of each program to obtain a view of the program from both the cooperating school and the company involved. The following is a synthesis and analysis of their responses. School administrators, board members, and businessmen who may be contemplating similar programs in their communities will profit from the information given by those who have already established programs after resolving such questions as:

. *Should schools or industry initiate such programs?*
. *How should a cooperative program be financed?*
. *Where should the training take place--on company or school premises?*
. *Are students paid while they learn?*
. *Where and how should trainee recruitment take place?*
. *What percent of the trainees in such a program stay with the company?*

Program Organization

Private industry has apparently taken the initiative in setting up cooperative job-oriented education programs. Half the respondents in this study report that the idea for their program originate with private industry. About one-fourth of the programs were initiated by schools, and 20 percent were set up by committees that included both industry and school representatives. The remaining cooperative ventures were suggested by civic groups such as the Urban League and the New Detroit Committee.

Where the idea for a cooperative program originated with the school, the participation of industry was most often secured by vocational supervisors or coordinators who contacted company personnel directors to ascertain their degree of interest in such a program.

The chief factors leading to initiation of cooperative programs were listed as: (1) the need to reduce the school dropout rate; (2) the desire of industry to tap a new source of manpower (the disadvantaged high school student who might otherwise drop out of school and thus never acquire the skills needed for employability); (3) the need to make vocational training more realistic; (4) the need to find solutions to alleviate "the urban crisis"; and where the company instituted an employee upgrading program, (5) the desire to promote the development of present employees in order to enhance their opportunities for advancement.

Half of the programs reported on involved a single company, and that company is more likely to be involved in manufacturing than any other activity. Thirteen percent of the programs are sponsored by a single industry such as banking, dairying, or data processing. Thirty-seven percent of the programs involve several industries, again chiefly manufacturers, but also including hospitals, service stations, and insurance firms.

Several programs involve cooperation with more than one level of educational institution, but a large part of the reported involvement is with secondary schools alone. Fifty-three percent of the reported involvement is at the secondary level: 22 percent with a single school, 17 percent with more than one school, and 13 percent with an entire school system. Eighteen percent of reported school involvement is with adult basic education facilities, better than half of which is with a single facility. Twelve percent of school involvement is reported to be at the post-secondary level, 8 percent at the university level, 5 percent at the junior college level, and 4 percent at the elementary school level.

Many programs involve only the schools and private industry, but where other agencies are involved the State employment agency is more than twice as likely as its nearest competitor to have a role in the program. Of those reporting involvement by other agencies, 36 percent mention the State employment agency; 16 percent list the National Alliance of Businessmen; 13 percent give the Urban League and 13 percent the local welfare agency; 11% mention a Federal antipoverty agency; 4 percent the Urban Coalition; and 7 percent list other groups such as unions, local Chamber of Commerce, or an employer's association.

Fifty percent of the programs are reported to receive 100% of their financial support from the company involved. Sixteen percent receive all financial support from the schools, and 9 percent are entirely federally supported. A quarter of the programs receive partial support from two or more sources such as company and U.S. Department of Labor under a Manpower Administrator (MA-3) contract, Federal and State governments, etc. If Federal funds are used for a program they generally come through an MA-3 contract with the Labor Department, the Manpower Development and Training Act, Title I or Title III of the Elementary and Secondary Education Act of 1965, the Vocational Education Act of 1963, or the Adult Education Act of 1966.

Programs are most often conducted on company premises or combinations of school and company facilities (with one part of the program being conducted at each location). Thirty-five percent of the programs are conducted on regular company premises; 4 percent in special company facilities; 26 percent on school premises; and 35 percent in combinations of facilities, the majority on regular company and school premises.

Program Operation

Forty-five percent of the programs surveyed are designed to improve the employability of prospective employees, including full-time students. Thirty-two percent of the programs are for part-time students who work part-time for the company, 15 percent are conducted for present full-time company employees, and 8 percent are conducted for other groups which some employers felt did not fit the above categories.

The average number of participants in a given program is recorded as 50. However, programs are conducted for as few as two persons and 20 percent of the programs involve 10 or fewer participants. The largest programs involve adoption of a school by a company; contact with as many as 325 students is claimed by representatives of such programs.

Two-thirds of the programs reported on are training all participants for the same type of job. Most of the other programs list two to four job titles for program participants, but one firm offers training for 17 different jobs within the company. By far the most popular job title is clerk or general office worker, with 37 percent of the program participants being trained for clerical positions. The next most frequently mentioned job titles are auto mechanic, service station attendant, and welder, with about 20 percent of the jobs for participants falling into these categories. Other job titles mentioned include industrial sewing machine operator, draftsman, printer, plastics fabricator, pre-apprentice cement mason, warehouseman, assembler, and material handler. The ratio of male to female program participants is approximately 5:3, and the average training period for the jobs mentioned is approximately 30 weeks.

Better than 70 percent of the jobs given to program participants were available initially, but some summer jobs were created for students and others were broken down into parts so that each student could learn a part at a time. For programs offering jobs to the hard-core unemployed, qualifications for holding certain jobs were lowered: less education and lower physical requirements became acceptable and background investigation standards were made more lenient.

Of those programs offering on-the-job training to participants, 80 percent pay participants while they learn. In 82 percent of these programs the company pays all wages. In the remaining programs Federal funds are involved and part of participants' pay is thus federally financed. A majority of the participants are paid by the hour, but a few programs pay a weekly or monthly salary, and some federally financed programs pay participants for the days they attend classes.

The average program involves two regular company staff personnel working full time in a supervisory capacity and five company employees devoting part of their time to the training project. This means that there are roughly seven participants for each company staff member involved in the program.

School staff involved in a typical program include one or two basic education instructors, two counselors who devote part of their time to working with program participants, and one administrator.

Virtually all programs have one company employee designated as the liaison between company and school and one school representative acting in a similar capacity. Only two programs use nonprofessional aides from the target population on the company staff. In both cases the aide functions as assistant coordinator for the project.

An advisory committee is utilized for 60 percent of the programs. Typically the committee includes two or three school administrators and a like number of representatives from the company personnel branch. Some advisory groups, however, contain union members, teachers, or members of civic groups such as the Chamber of Commerce, the Urban League, or the Urban Coalition.

About half of the programs surveyed incorporate special training for the school staff involved. Such training usually takes the form of continuous in-service training aimed at helping teachers deal with the special learning problems encountered by the disadvantaged. Quite often company personnel are brought in to orient teachers to the job situation encountered by their students and to update teaching materials and course content where possible.

Fifty percent of the programs reporting include special training for company staff involved in the program. Most often this is general orientation or sensitivity training for first-line supervisors conducted by company training staff in a 1-day session.

Seventy-eight percent of the respondents indicated that unions had not participated in planning or operating their programs. Sixty percent of these responses, however, were from nonunion employers. Fifty-six percent of the respondents recommend involving unions in planning and operating a program, and they feel that union representatives should be in on the project from its inception.

Thirty-nine percent of the recruiting for the cooperative programs surveyed takes place through the schools, 17 percent through public or semipublic employment agencies, 8 percent through employee referrals, 8 percent through company efforts in target neighborhoods, 7 percent through newspaper advertising, 7 percent through ads on radio and TV, 7 percent through other community agencies such as the Urban League, 4 percent through applicant backlog in company files, and 3 percent through direct mailing.

Participation in two-thirds of the cooperative programs is open only to applicants selected via initial screening processes. The remainder of the programs are open to all who volunteer for participation.

When screening is involved the general procedure is for teachers, counselors, and principals to interview students who need employment and the impetus for remaining in school which participation in a cooperative program might provide. Then interest, motivation to succeed, and perhaps test scores are used to determine which students will be referred to industry for possible employment. The company may accept all individuals referred by the schools, or may make selections based on normal company hiring criteria or on interviews, tests, or performance in a job try-out situation. Two-thirds of the companies report that the screening methods used for their program differ in some way from usual procedures.

Counseling services are reportedly made available to individuals in 88 percent of the programs. Of those programs offering counseling services 76 percent provide these services on a regular basis. Several companies offer counseling in problem areas other than those associated strictly with job performance. Financial, health, housing, marital, social, and psychological problems are dealt with in these cases.

Schools responding indicate that about half of the program participants need occasional psychological counseling, and about 5 percent need intensive psychological counseling, and 1 to 2 percent must be referred to other agencies for further psychological help.

When counseling is offered, the school and the company involved both play a major role in counseling regarding career planning. The school does most of the counseling associated with academic planning and academic difficulties, but the company plays a minor role in this connection. Job performance problems are handled primarily by the company; but school coordinators, teachers, and counselors may also become involved. Both school and company play a part in the solution of health problems and psychological difficulties, but other agencies such as mental health clinics are often called upon for help in these areas. When medical aid is indicated the company may finance the needed examination.

Half of the companies continue to provide counseling services after training is completed to program participants who stay with the company. When this is done, the service is usually offered on a continuing basis as it is needed. About 40 percent of the programs utilize a buddy system. A coworker or a first-line supervisor who volunteers for the job is assigned to a participant to help him with any problems he may encounter in performing his job.

On the average program participants spend 4 hours per day on the job and 4 hours in the classroom, although in some programs all the classroom work is completed prior to on-the-job training.

School representatives report that cooperation with industry in this type of endeavor has brought about several changes in what the school is doing. Greater flexibility in scheduling and school policy is necessitated as the needs of industry become more clear to the school. Updating of course content, teaching methodology, instructional materials, and facilities is taking place through contact with industry. A greater variety of courses and programs is also becoming available at some schools.

Forty percent of the companies reporting say they expect to employ or retain all the trainees who complete their program. When all respondents are considered, the average percentage of trainees expected to stay with the company is 73.

Population Involved

A majority of the cooperative programs surveyed were designed to aid Negroes. Program representatives report that on the average 60 percent of the participants in a given program cycle are black, 30 percent white, 4 percent Puerto Rican, 3 percent Mexican-American, 1-1/2 percent American Indian, and 1-1/2 percent Oriental.

Thirty-seven percent of the programs include only male participants, 19 percent females only, and 44 percent include both males and females. For the programs in which males are involved, 43 percent of the male participants are under 18 years of age, 40 percent are between 18 and 25, 15 percent are between 25 and 40, and 2 percent are 40 or over. Where females take part in a program, 56 percent are under 18, 28 percent are between 18 and 25, 15 percent are between 25 and 40, and 1 percent is over 40.

Eighty-one percent of the programs reporting are designed for inner-city residents, 6 percent for residents of rural areas, 1 percent for migrant workers, and 12 percent for combinations of individuals from each of these categories.

Forty percent of the schools involved in cooperative programs report seeking out disadvantaged individuals for the program who would not ordinarily be served by the school. These individuals include young mothers with dependent children and no husbands to provide their support, and men who have either dropped out of high school or obtained a diploma without acquiring the competence to compete successfully in the job market. Sixty percent of the programs do not involve a population other than that normally served by the school.

Eighty-eight percent of the companies involved in cooperative programs make no special efforts to bring disadvantaged individuals closer to the company site for the purposes of the program. The other 12 percent do make such an effort, however. Some work through community agencies to locate housing closer to the company for those participants who wish to move closer. Others may move the training facilities to a site more easily accessible to participants. One company recruits participants from areas throughout its home State where unemployment is especially high. In 5 percent of the cooperative programs, participants are given special consideration in the job situation not ordinarily provided to the work force. Such consideration most often applies to work performance, with program participants being given more time and more help in learning to perform a job successfully. More lenient standards for lateness and absence may also be applied. Forty-four percent of the programs expect participants to meet the same standards as regular company employees.

Eighty percent of the companies giving program participants special consideration report that there have been no complaints among regular employees about the special treatment. Those companies experiencing complaints usually handle the situation by having first-line supervisors explain the objectives of the program and the special needs of the participants to any workers registering complaints. The fact that dual performance standards are only temporary is emphasized.

Forty-one percent of the companies reporting list no special problems encountered in dealing with program participants. Where problems have been encountered, the chief concerns are health and transportation. Participants with health problems are referred to the company physician or to a local clinic for treatment. The company often pays for examinations and treatment. To solve the transportation problems, car pools with regular employees may be organized. Housing, absenteeism, and law violations are the next most frequently mentioned problems. Participants who need housing are helped to locate it. Community agencies may be brought in to help. Individual counseling is the approach most often utilized in the areas of absenteeism and law-breaking. Several companies report cultivating friends on the police force so that every effort can be made to give participants a fair shake when they do get into trouble. Garnishment is a problem for a good many program participants and the company often intervenes to see that its participants' debts are paid according to a realistic plan. Low productivity and feelings of hostility toward authority figures are other problems which may yield to individual counseling.

Forty-one percent of the schools involved report that program staff have encountered no problems in working with the disadvantaged, and 10 percent say their program is too new to tell what problems may develop. Of the problems reported, attendance and scheduling lead the list in frequency of mention. Students in the cooperative programs do not adjust immediately to the need for punctuality and regular attendance, and individual counseling is most often employed to remedy this situation. Working in partnership with companies requires more scheduling flexibility than many schools normally employ; so changes along these lines are necessitated in order to give students the opportunity to attend classes and obtain job training simultaneously. Teachers working directly with program participants may have difficulty communicating with these disadvantaged individuals, and thus inservice training designed to increase faculty understanding of the disadvantaged may be carried out. Degradation of vocational teachers by teachers of academic subjects creates staff problems which may be alleviated by better communication of the objectives and value to students of the cooperative program.

Thirty-five percent of the schools surveyed report that participants have encountered no special problems in the program, and 9 percent say the program is too new to make a judgment. Other schools mention some of the same problems as were listed by the cooperating companies, namely, transportation, absenteeism, and hostility toward authority figures. Lack of maturity and experience in a job situation, complicated by incomplete understanding of traditional middle-class values, render the performance of some participants unsatisfactory and special counseling attention is needed to alleviate these problems.

Program Assessment

Cooperative efforts of private industry and the schools to provide job-oriented education for the disadvantaged are generally quite new. Nearly half of the programs responding to this survey have been in operation less than a year. Seventy percent have been in operation for 2 years or less. One program claims a 50-year history, one is 13 years old, and one has been operating for 7 years. Only 14 percent of the programs have existed for 5 or more years; however, 97 percent expect to continue their operations. When a program has been discontinued, the reason given is that the population for which the program was designed has no further need for it. One company-sponsored upgrading program for regular employees was discontinued, however, because it interfered with over-time work the employees had been doing.

Although approximately 20 percent of the programs are too young to have had "graduates," an average of 120 individuals have completed each of the older programs. In all the combined experience of these programs about 3,000 individuals have completed full training cycles. This figure represents approximately 77 percent of the total number of persons entering such programs.

Where statistics are available, some schools hve found that cooperative programs reduce the dropout rate among students in such programs by 25 to 35 percent. Unfortunately, 56 percent of the schools reporting have not kept comparative statistics on the dropout rate and therefore do not know whether their program has had a positive effect or not. For the 44 percent that do record statistics in this category about half find significant reductions in the dropout rate while half do not.

Loss of interest, personal problems, and dismissal account for two-thirds of the total dropout figure for program participants. Twenty-six percent leave because they lost interest, 21 percent due to personal problems, and 19 percent are dismissed. Eleven percent leave to take another job, 5 percent enter military service, 5 percent are unable to meet training requirements, 3 percent leave due to medical problems, 2 percent are arrested and sent to prison, and 8 percent leave for other reasons such as financial difficulties and relocation in an area too far away to make attendance possible.

Of those program participants who have been employed by the company sponsoring their training, 81 percent are on the job for which they were trained during the program; 9 percent are still with the company but are employed in a position not directly related to the one for which they were trained; and 10 percent have left the company, most within 3 months. Those who have left the company have done so chiefly because they were moving to another area. Loss of interest, entering military service, and entering college are other reasons for quitting.

In the experience of 47 percent of the reporting companies, the turnover rate of program participants employed upon completion of the program has been significantly lower than the normal employee turnover rate for the company. Thirty-eight percent of the companies have seen no change in turnover rate as a result of participation in the program, and 15 percent report higher turnover among program participants.

Only four companies have what they consider reliable data on program participants who completed their programs and were hired by other companies. All report that the other employers have expressed satisfaction with the performance of these individuals and that the percentage still employed exceeds 80 percent.

Since each company figures training costs according to its own criteria, comparative cost data are exceedingly difficult to obtain. Bearing in mind this limitation, $655 is given by responding firms as the average out-of-pocket company expense per trainee completing a cooperative program. Estimates for this figure range from 0 to $3,000. Those companies reporting no training costs pay participants regular wages for work performed and thus feel that the program itself costs nothing. Regardless of the cost figure given, only one company considered its program to be an expensive one, and this was due to the lowered productivity experienced as trainees were just beginning to learn their jobs. Many companies expressed the opinion that the program was considered a public service so desperately needed (as in the riot-scarred areas of the largest cities) that it should be carried out no matter how expensive it might prove to be. Other companies felt that their program was a relatively inexpensive one because the initial cost was more than offset later by the reduced turnover rate and good performance of employees gained following completion of a program cycle.

Companies list a number of advantages of working with the schools in a program of this type. First, the schools are able to offer trained personnel who understand the teaching-learning process, classroom space and teaching materials, and professional counselors and administrators to take care of the basic education and some of the skill training needs of program participants. These contributions obviate the company's need for adding more personnel to its training staff or hiring a private training firm to provide basic education for participants.

Companies are naturally interested in recruiting the best possible applicants for their positions, and the schools can help to identify such individuals for participation in a training program.

Companies feel that working with the schools on a cooperative program fosters better relationships between the two organizations and results in better understanding by school people of the needs of industry. This understanding helps the schools make their vocational training more realistic, which in turn results in better prepared school graduates for companies to hire. The cooperative programs also provide some students with the motivation they need to remain in school, and thus individuals who were potential economic liabilities are converted to productive assets to society.

Company personnel generally like to see immediate action on problems. Thus the greatest disadvantage companies see in working with the schools is the slowness of bureaucratic school administrations in effecting changes in scheduling, curriculum, and staffing that will enable industry to meet its objectives. Even communication of company needs to school staff is not always an easy task. Where students are brought into a company to learn their first job the initial loss of productivity is also considered a rather serious problem connected with operation of the program. However, over half of the reporting companies see no disadvantage connected with working with the schools on a cooperative program.

Companies list a number of benefits that have been derived from conducting a job-oriented education program. They have succeeded in making vocational training more realistic for many cooperating schools, and this in turn has given the companies better trained employees. The fact that the company is making a visible effort to train and employ the disadvantaged enhances the corporate image in the community and is thus rated as a public relations plus for the company. Improved relationships with dissident minority groups is a resultant benefit listed by several companies. Where programs were initiated by companies for the purpose of up-grading present employees, the response on the part of the employees who benefit has been quite positive. Offering such a program helps to communicate a feeling that the company really cares about them and their futures, and the employees' response to this concern is reflected in increased productivity and reduced turnover.

In listing negative factors associated with participation in cooperative programs, company representatives again refer most often to the loss of production incurred while new employees are being trained. A second important concern is that ill will may be engendered if more trainees complete a program than can be immediately placed in available jobs. Finally, some companies have had to deal with negative reactions on the part of regular employees to relaxation of certain hiring standards and to special consideration on the job being given to program participants. Fifty-seven percent of the respondents could think of no negative factors associated with particpation in the program, however.

School representatives list a host of needs in connection with operating cooperative programs: more supervisors and coordinators to handle the administrative details of the programs; more funds for staffing, for instructional materials and facilities, and for special services needed by disadvantaged participants; and more flexibility in scheduling classes for program participants and in other areas of school policy. More teachers with a sympathetic understanding of the problems of the disadvantaged are needed, and the schools feel that industry should also seek more first-line supervisors for program participants who are willing and able to deal with their special needs in the job situation. Getting to industry with program ideas at the outset is difficult since schools do not have "salesmen" for their programs as some of the new private training outfits have. A need emphasized by most schools is that of more positions for students in cooperative programs. There simply are not enough openings in industrial programs to involve all, or even most, of the youth who want and need to participate in a cooperative program. The plea by the schools is for more companies to set up programs. Another complaint voiced by a few schools is that industry may find an outstanding teacher and take him away from the school with the offer of a more attractive salary and less difficult working conditions!

The most outstanding positive factor associated with school participation in cooperative programs is the increased communication with industry which results in curriculum and course content changes that make the training and education provided by the school more relevant to the needs students will meet in tomorrow's world of work. The dialogue with industry has also made industry and other community organizations aware for the first time of the existence of many school programs which could be of tremendous benefit to the out-of-school adult population if their availability were only known to the persons who need them. Once this awareness is established many companies take advantage of the schools' offerings to provide upgrading and retraining opportunities for their employees. The schools then benefit from increased use of their facilities and society benefits as more and more individuals increase their level of education.

Sixty-four percent of the school representatives report no disadvantage resulting from cooperation with industry in a job-oriented education program. Of those that do, the most outstanding problem is getting enough industries to offer enough positions to allow everyone who wants and needs to participate in a cooperative program to do so. There is also some conflict in a few programs between the more altruistic desire on the part of schools to promote the development of human resources and the profit-making goals of industry. School personnel sometimes feel that industry is more concerned about producing goods than about helping an individual develop his full potential.

Conclusions and Implications

A significant gap in communication between business and the schools is finally being acknowledged in a number of communities throughout the Nation. At the June 1967 "Business-Civic Leadership Conference on Employment Problems" in Chicago, William Flynn (1967) of the National Association of Manufacturers told businessmen:

> *Educators say, 'We don't know what to do with business; they don't cooperate. They don't talk to us.' You say to them, 'When was the last time you talked to business?' 'Well, we're waiting for them to come to us,' and business groups say 'Damned educators...they don't understand'* (p.21).

Businessmen participating in that conference complained that the school's job training programs were only "remedial," "treating the symptom and not the disease," and many programs were proving to be a waste of the taxpayers' money because they were producing graduates business and industry could not use. Other comments made by the businessmen include:

> *Vocational education is still training "buggy whip makers" and similar outmoded skills rather than for industry's increasingly technical needs.*
>
> *School counsellors and other school personnel are often totally uninformed about actual job opportunities in neighborhood communities. Also, they are frequently prejudiced and hold unfair "stereotypes" about industry or factory type jobs* (National Citizens' Committee for Community Relations, 1967, p.21).

After complaints had been brought into the open, however, conference participants recognized that industry and the schools have a mutual need to identify potential skills and adapt them to changing situations. Accordingly, businessmen were urged to get on local schoolboards, to find systematic ways of sharing the business world with educators, and to investigate local vocational education programs in order to find ways to help develop curriculum and to provide instruction and materials needed to make the programs relevant to industry's needs.

Results of the survey undertaken as a part of the present study indicate that the establishment of closer working relationships between private industry and the schools can produce outstanding advantages for both parties.

Contact with industry has fostered greater flexibility in school scheduling and in other policy areas. It has also brought about updating of course content, teaching methodology, instructional materials and facilities. A greater variety of courses and vocational programs is being made possible in many schools. These changes combine to make vocational training in the schools more realistic. Thus industry is more satisfied with graduates, and more students are encouraged to stay in school to pick up training that now seems more relevant for life outside the school classroom. New opportunities to advertise school program offerings are another result of increased contact with industry. Consequently more individuals become aware of the school's potential for retraining and upgrading.

Cooperation with the schools has given business and industry a chance to improve the match between what the schools teach and what industry expects of its new employees. As a consequence the schools are turning out a product that industry can buy with much more satisfaction, and thus the turnover rate among new employees is reduced. Improved employee attitudes toward the company and increased productivity are additional benefits derived by industry when cooperation with schools takes the form of upgrading and retraining programs for company employees.

Thirty-nine percent of the recruiting for the industry-school cooperative programs surveyed in this study took place through the schools. Apparently the schools constitute a potential recruiting source that too few companies are utilizing to full advantage. When industry teams up with the schools to provide work experience and education for in-school youth, industry seems to be tapping a rich source of future employees, since approximately three-fourths of the students involved in such programs go on to become regular employees of the companies that trained them.

Listing advantages for industry-school cooperation becomes an easy matter once cooperative relationships are established. But too few good working relationships exist and means must be found to correct this situation. In this study the first steps toward cooperation were taken by the schools in only 25 percent of the cases. Of course industry should not be discouraged from taking the lead, but in view of the evidence of positive contributions which schools can make to industry, educators have no excuse for lagging behind. School personnel should acquire the confidence to approach private industry with new ideas for cooperative programs. Since better than one-third of the cooperative programs surveyed in this study reported involving the State department of employment security, this agency would seem to constitute a third legitimate source of the initiative for bringing together the schools and industry.

Rioting by desperate minorities in the Nation's population centers has provided the impetus for establishment of some cooperative job-training and education programs in the cities. But some of the roots of the great urban problems lie in the conditions which exist in rural areas. Rural farm and nonfarm workers, migrant laborers, and members of the American Indian population living on reservations become so discouraged with their lack of opportunity for meaningful training and subsequent employment that many of them collect their families and a few possessions and move to the cities in search of a better life. If anything, these individuals are even less prepared to provide for themselves in the city than they were in the country, and few find the improved lot they were seeking. The disappointment and subsequent desperation they experience breed the violence which has erupted in the cities.

We tend to put our resources where they will appear to do the most immediate good. Consequently 81 percent of the cooperative programs included in this survey are designed for residents of the inner cities. Establishment of cooperative programs in smaller cities and towns is badly needed, however. Benefits of training and employment programs which would encourage formerly dissatisfied students to stay on to become productive citizens of their own home town would naturally accrue to the local community; but just as importantly, these individuals would be prevented from swelling the ranks of the dissident in the Nation's urban areas.

The number of cooperative training and employment programs must be increased, even in those areas where they now exist, to prevent the charge of tokenism which is often leveled at those who seem to be doing most by disgruntled individuals who know programs are available and cannot understand why there is not room for them to participate. To date only about 3,000 persons have been trained in the cooperative programs surveyed, and this is certainly an insignificant figure when compared with the millions who need the benefits these programs can convey.

Companies and schools that have established cooperative job-oriented programs have certainly taken a giant step forward, but room for improvement still exists with regard to certain aspects of these programs. Research evidence suggests that a person learns a task more efficiently when the job is broken down into parts and the individual is allowed to master each part at his own speed before moving on to the next part. More structuring of this type is needed in the job-training components of cooperative programs.

Businessmen are beginning to replace the practice of "finding the man for the job" with that of "fitting the job to the man," thus making use of new approaches to screening, hiring, and training to seek out and utilize human potential. Some school personnel have complained, however, that the companies they work with are seemingly more concerned with immediate productivity on the part of a trainee than with pre-work orientation, counseling, and basic education which the worker needs to develop toward his full potential in the future. These essential companions to actual job training for the disadvantaged must not be ignored if cooperative programs hope to remove participants from the ranks of the jobless permanently.

In 56 percent of the cooperative programs surveyed participants are given special consideration in the job situation not ordinarily provided to the work force. Most often this consideration applies to work performance, with program participants being given more time and more help in learning to perform a job successfully. More lenient standards for lateness and absence may also be applied. Forty-four percent of the programs expect participants to meet the same standards as regular company employees. Dr. Kenneth Clark, noted Negro psychologist, believes that disadvantaged individuals should be expected to meet those standards of performance which are essential to industrial eficiency; but intensive counseling services should be available for these new employees in order that (1) they may be helped to understand why the standards are important, and (2) company personnel may come to understand why the disadvantaged have difficulty in meeting the standards. Hopefully, both the companies that say they expect program participants to meet the same standards as regular company employees, and those that say they do not, make available to the participants the needed counseling services.

The average program figures of seven participants to each company staff member involved in the cooperative program certainly constitute a more favorable student-teacher or student-counselor ratio than exists in most schools. This may indeed account for a good deal of the increased effectiveness of company training programs when compared with traditional school programs. The enormity of the problems confronting disadvantaged individuals as they enter the training situation makes it impossible to deal with them effectively in large groups. Schools must recognize this fact and make a greater effort to reduce class size and counselor load for school personnel involved in programs for the disadvantaged.

Only half of the programs surveyed incorporate special training for company or school staff involved in the program. Since the disadvantaged present many unique problems both in the classroom and in the work situation, it would seem that more sensitivity training and other special helps should be made available for those on whose understanding of the disadvantaged the success of the programs depends.

Most (88 percent) of the programs provide counseling services for participants, but all of them should. Only half of the companies continue to make counseling available to program participants who subsequently become regular employees. Since counseling is always a long-range undertaking, and since new problems are bound to be associated when a move is made from trainee to regular employee, it would seem that availability of counseling after training should be more widespread.

One area in which all existing cooperative job-oriented programs could be improved is that of evaluation. Followup to ascertain why individuals drop out of a program before completion, or quit a job which they took upon completion of the program, is almost universally ignored. Schools do not keep records which enable them to make a judgment as to whether or not operation of a cooperative program actually had an effect on the school dropout rate. Admittedly such data may be difficult to obtain and may appear to be more costly than their ultimate usefulness warrants, but without evaluative data the worth of cooperative programs cannot be proven except in subjective terms.

PREP

No. 9-C

Exemplary Training Programs for the Disadvantaged

Included in this document are detailed descriptions of 15 training programs for the disadvantaged which are considered by the project staff to be excellent examples of cooperation between schools and industry. These programs were selected from the 61 programs identified in the nationwide survey of cooperative job-oriented education programs for the disadvantaged as being representative of the group as to geographic location, size of program in terms of enrollment and teaching staff, variety or novelty of program offerings, and type and organization of program. The programs classified by target population are as follows:

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WORK EXPERIENCE/JOB TRAINING/EDUCATION for DISADVANTAGED IN-SCHOOL YOUTH/POTENTIAL DROPOUTS

Chase Manhattan's Business Experience Training Program

Beginnings

The Business Experience Training Program (BET) was initiated by the Chase Manhattan Bank in New York City in response to the high dropout rate in area high schools. Chase's attempt at corrective action was designed to expose students to the business world by providing part-time employment for potential high school dropouts from disadvantaged areas in the city. The program was perceived as a means of meeting company staffing needs through pre-employment training as well as "part of corporate civic responsibility to attempt to solve social problems."

Program Facts

The purposes of the program are (1) to provide students with part-time work in order to enhance their employability and (2) to encourage them to complete their high school education and to compete in college.

The State Employment Agency is involved in this project, but all funds are provided by Chase and the program is conducted solely on bank premises. Participating schools and the Employment Security Agency are primarily involved in recruitment, screening, and selection although Chase makes all final selection decisions. Screening procedures emphasize interviewing rather than test results (two separate interviews are conducted at different times for each applicant). After interviewing, BET program officials select the number of participants needed from lists provided by two different schools.

At present, a total of 100 male trainees are involved in the 84-week program. Trainees are junior and senior class students from the inner-city, most of whom are Negro or Puerto Rican. They work a three-hour day (about 13 hours a week) and receive an hourly wage of $2.10. The training offered is broad and student exposure is varied through job rotation techniques based on departmental needs. Group orientation for trainees is held at the beginning of training and is conducted periodically during the following 5 months.

More than 75 company personnel are involved in this program, including one staff member (the assistant coordinator) who is from the target population. Company personnel are given orientation training by Chase's training department; this includes first-line supervisors and middle-management personnel in addition to the personnel department.

Each participant is assigned to a co-worker who acts as a job training coach. Participants are also provided with individual counseling on a regular basis, which is concerned both with problems of job performance and those of a more personal nature. Such counseling is available to participants after they have completed training and are employed in the bank.

Results

BET has been in operation since 1964 and has trained over 150 young people. Of the 19 original trainees, 14 are working full-time, and each of the 14 intends to further his education with the help of Chase's Tuition Refund Plan. One of the 14 was selected to participate in Chase's Accelerated Career Training Program which trains superior high school graduates and outstanding employees.

The company considers BET to be a relatively inexpensive program and feels that the greatest advantage of working with the schools is that of ease of recruitment. The school, on the other hand, cites as the outstanding positive feature the fact that "this selected group has been encouraged to go on--they have found they can get involved in higher level work."

For information, contact

BET Administrator
Chase Manhattan Bank
One Chase Manhattan Plaza
New York , New York

COMPREHENSIVE ACTION for
DISADVANTAGED IN-SCHOOL YOUTH/POTENTIAL DROPOUTS

The Chrysler-Northwestern Program

Beginnings

Following the 1967 summer civil disturbance in Detroit, many responsible individuals in various religious groups, governmental activities, social action organizations, and private business and industry organized the New Detroit Committee to study and evaluate community problems and recommend remedial actions. Chrysler Corporation took an active part in this effort.

In addition to its involvement in "New Detroit," Chrysler Corporation approached the Detroit Board of Education and offered to undertake a program of comprehensive action aimed entirely at Northwestern High School, a predominantly Negro school located in one of the areas hardest hit by the 1967 rioting. The Chrysler proposal was carefully considered by the Board of Education and by Northwestern school administrators who soon became convinced that it was completely sincere and in no sense paternalistic or a bid for publicity.

Thereafter a working arrangement was established wherein project needs were submitted by the school for Chrysler's consideration, and other offers of project assistance were submitted by Chrysler for consideration by Northwestern High School. A high degree of cooperation now exists with the clear understanding that Chrysler Corporation does not dictate educational policy. Instead, its primary role is one of financial assistance and, where applicable, expert counsel and guidance.

Program Facts

The first proposal involved assistance in the placement of Northwestern graduates. To meet the need, Chrysler renovated a wing of the school and established a placement office, the Chrysler Action Center, where testing and interviewing activities are conducted by Chrysler personnel. Thus, all graduating seniors are tested and interviewed for job placement either in Chrysler's Detroit locations or in available openings with other companies. The Chrysler program of assistance began in January 1968, and half of Northwestern's 1968 graduating class was placed. Vocational counseling is also offered and is perceived as a profitable experience whether or not graduates are seeking employment.

The testing and interviewing activities undertaken at the school-based Chrysler Action Center revealed certain weaknesses in the existing school curriculum. For example, placement of male graduates was not efficient, more realistic training for office work was required, and general orientation in job seeking was also needed. On the basis of such feedback, school administrators began to offer general orientation with special emphasis on how to complete an application. Further, electric typewriters and key punch and data processing equipment were provided by Chrysler to update office work training. And, finally, a modern shop for auto mechanics training was designed and equipped by Chrysler personnel to help achieve better placement results for male graduates.

In June 1968, a special summer program was instituted in which auto shop training and language arts were offered to 94 potential dropouts who received a $5 a day stipend while attending. Of the 94 trainees, 88 completed the special program and were offered part-time jobs the following school year with the Boron Oil Company. A total of 42 students accepted employment with Boron and received both job experience and training to upgrade their performance.

Since reading weaknesses are a serious problem among Northwestern students, a reading program is presently being financed in which Wayne State University reading specialists teach Northwestern teachers to instruct reading in their own classes, regardless of course content.

A third approach to improving education is Chrysler's "Secretary for a Day" program in which students spend a day in an actual job at Chrysler under the supervision of a Chrysler employee. The Chrysler Corporation has also established a reading clinic for adults in the neighborhood and has extended the services of the data processing center to adults during the evenings. Furthermore, the company has provided the school with a library of paperbacks by and about blacks to encourage reading interests.

Several other noteworthy examples of Chrysler-Northwestern cooperation exist. For example, those students who do not plan to attend college but who are interested in attending trade school may apply for Continuing Education Funds for as much as $500.

Creative teaching grants of $300 are available to teachers who wish to develop educational programs. An example is the "zero hour" program--"zero hour" because class is convened prior to the "first hour" of 8:00 a.m.--which was initiated by a Northwestern teacher for the purpose of exposing honor students to special educational materials.

Additionally, the Northwestern Men's Club sponsors a summer basketball league for 14- and 15-year-old boys in the area (not just Northwestern students) to provide a positive recreational outlet for the youth.

Also, thanks to Chrysler, Northwestern is the only public high school in Detroit with its own bus. The 60-passenger bus was requested by the school for field trips to supplement class work.

Finally, Project 75, a motivational program, is another good example of Chrysler-Northwestern cooperation. Project 75 entails grouping 75 Northwestern High School students with 25 Chrysler sponsors on the basis of a common interest and on a three-students-to-one-sponsor ratio. Each sponsor is proficient in a specific activity (e.g., bowling, sewing, ping pong, chess) so that he will be able to teach the students that particular skill. The activity allows sponsors and students to have a mutual interest in their initial contacts. The main objective of Project 75 is to develop a strong relationship between the three students and the Chrysler sponsor so that the students will feel free to talk about their problems, goals in life, the world of work, or just the philosophy of life.

Problems and Solutions

One of the most significant adjustments which cooperation between Northwestern and Chrysler has required is a change in scheduling. Since participants spend three hours a day on the job and four hours in the classroom, the school schedule has had to be adjusted to the job situation. This has required the services of a coordinator working with counselors to plan a school schedule compatible with the work schedule.

Inadequate transportation to the job has also created problems. One solution to such problems involved allocating school bus tickets to participants who could not afford transportation costs. Another approach involved establishing car pools which, in some cases, were provided at a small fee by retired union men.

A third area of concern, consisting of the various personal and job-related problems that arise from the work environment itself, was improved by instituting job sponsors for from one to five candidates during the 90-day trainee probationary period. The sponsor's responsibility extends to assisting candidates with problems arising from any phase of their jobs--whether personal or strictly job-related.

Further, the sponsor is responsible for contacting each candidate weekly throughout the probationary period and for submitting monthly progress reports on the candidates to the Chrysler-Northwestern Administrator. Additional contact with the Administrator is encouraged only when the sponsor disagrees with the candidate's treatment and has no authority to rectify the situation.

For information, contact

Administrator
Program of Assistance to
Public Schools
Chrysler Institute
Chrysler Corporation
341 Massachusetts Avenue
Highland Park, Michigan 48213

OR

Principal
Northwestern High School
6300 Grand River
Detroit, Michigan 48208

North American Rockwell
and the
Downey World of Work Program

Beginnings

Present needs for trained manpower and realistic training programs caused the Downey Unified School District (Downey, California) to develop new approaches to vocational education. The resulting "World of Work" Program (WOW) is an educational system involving the total community in discovering and developing each student's talent for the work world.

Traditional methods of preparing students for jobs have focused on the departments of agriculture, home economics, business education, and industrial education. Because of the typical direction these courses take, numerous constraints are placed on today's educational programs. For example, Home Economics has traditionally included such job areas as tailoring and power sewing, medical services, cosmetology, and food services; and yet these areas are not comfortably grouped together under Home Economics. Still, this is the nature of the present structure.

In the industrial education department, "craft" occupations--which include toolmakers, experimental machinists, modelmakers, etc.--are among the most demanding kinds of work; and many students are eliminated from industrial education programs because of the difficulties of the "craft" approach. Other problems exist within the traditional structure and hinder development of an efficient vocational education program. Downey's program emerged in response to such problems after a lengthy and difficult struggle with the traditional organization of schools.

The Downey Unified School District is replacing these traditional "practical arts" departments with a new program which embodies primary industrial functions. Included are the elements of design (the creative planning procedures, products and/or services), marketing (processing data in finding, controlling, and distributing designs, products, and/or services), manufacturing (changing materials to make quantities of useful products), and servicing (caring for living things or maintaining products). These four elements represent the major functions of business and industry, and each is dependent on one or more of the others for efficient operation. Fundamental occupational groups can be found in each category.

North American Rockwell, Space Division, is assisting the Downey Unified School District in conducting the program by providing consultative assistance, specialists to teach courses where needed, equipment for student shops within the school, and instructional materials that will make learning as closely related to the actual job situation as possible.

Program Facts

Currently, the Downey school district has a vocational mechanics instructional program operating according to the WOW concept. Plans are underway (1) to convert the junior high school industrial arts programs of woodworking, metalworking, crafts, and drafting to industrial design, manufacturing, and servicing; and (2) to change the graphic arts, metals, office occupations, and electricity-electronics programs in the high schools to conform to the WOW concept. Additionally, new courses are being developed which serve as "models" of cooperative effort between the school and the local North American Rockwell Corporation in basic manufacturing processes, plastics fabrication, and structure assembly.

At the junior high school level, the WOW program began in the fall of 1968 with the opening of a Servicing Center in the industrial education department of one of the Downey junior high schools. Learning activities in the Servicing Center follow three tracks: the servicing of mechanical devices (bicycles, small engines, mowers, etc.), electrical systems (wiring and repair), and buildings (cleaning, painting, and plumbing). Initially students cover all three tracks for general and exploratory learning; but as a student discovers an area for which he has demonstrated talent and interest, he is allowed to specialize and may continue in the vocational education program in the high schools.

Classroom activities for occupational exploration consist of working with bicycles and other familiar devices. Students first learn to repair and maintain this equipment and then graduate to more complex devices. The students also repair malfunctioning and broken household appliances that have been donated to the PTA Thrift Shop by parents and friends.

At the high school level, a plastics program was developed in September 1968. The purpose of the program was to improve the quality of workers hired and to reduce in-plant training requirements and turnover at North American Rockwell. One hundred students, primarily white males, participated in plastics fabrication and structure assembly instruction for five hours a week.

Results

The realism of the World of Work Program has much to recommend it. School personnel feel that it is a highly relevant educational program and that it has provided students with more efficient and worthwhile course content. North American Rockwell has also expressed satisfaction in being involved in a program which is giving every participant a marketable skill.

For information, contact

Training Specialist
North American Rockwell
Space Division
12214 Lakewood Boulevard
Downey, California 90241

OR

Supervisor of Vocational Education
Downey Unified School District
11627 Brookshire Avenue
Downey, California 90241

INDUSTRY VISITATION
for DISADVANTAGED IN-SCHOOL YOUTH/POTENTIAL DROPOUTS

Penn Mutual and the School District of Philadelphia

Beginnings

Educators and business firms in Philadelphia are involved in a cooperative effort entitled "A Two Week Look at Business." The program started on a limited basis four years ago with only 36 students from three high schools, but the undertaking has proven so successful that both employers and school administrators are eager for expansion. The principal industries involved are banking, insurance, and utilities. The Penn Mutual Life Insurance Company is one of the 16 firms cooperating with the Philadelphia Board of Education in the program. Included among the remaining firms are Atlantic Richfield (refining), the Curtis Publishing Company, and Bell Telephone of Pennsylvania.

Program Facts

Originated by the Division of Vocational Education's Cooperative Office Education Advisory Committee (of which the above-mentioned four companies comprised a subcommittee) in response to a request by the schools, "A Two Week Look at Business" was designed to acquaint students early in their high school careers with opportunities available to them upon graduation. Basically, the two-week summer program allows business education or "commercial" students in their senior year to "try out" different jobs in order to learn about business expectations with respect to workers. Thus, the "Look at Business" is intended to motivate high school students to stay in school and to improve their school records.

Ten students are typically assigned to each firm. (In the Penn Mutual phase of the program, the ten participants were female inner-city residents under 18 years of age: 60% Negro and 40% white.) Screening is performed exclusively by school personnel: teacher-coordinators examine school records and contact students who appear to be underachievers.

Students usually spend six hours a day on the job, although the hours may vary. Since the project is considered to be an extension of school training, no salaries are provided. However, car fare and lunch expenses are paid by the firm so that no student will be excluded because of insufficient finances. A buddy system is in operation to provide students with a friend to whom they can go for advice and for answers to their questions. At the end of the two-week exposure to the work world, a closing ceremony with parents and school personnel in attendance is held. The total estimated company expense for the program is about $50 per student and includes transportation costs, meals, and staff salaries.

Problems and Solutions

Since the program is conducted on a voluntary basis during summer vacation, students with insufficient motivation may forego the opportunity to gain exposure to the world of work. These students must be approached on an individual basis and encouraged to participate.

Results

Approximately 300 students have participated in the program since its inception. School personnel report that a substantial number of participants have shown improvement in their school work after having gained exposure to the realities of the business world.

For information, contact

Assistant Director
School District of Philadelphia
2600 North Broad Street
Philadelphia, Pennsylvania 19132

OR

Personnel Director
The Penn Mutual Life Insurance Co.
Sixth and Walnut Streets
Philadelphia, Pennsylvania 19105

WORK EXPERIENCE/JOB TRAINING/EDUCATION for DISADVANTAGED IN-SCHOOL YOUTH/POTENTIAL DROPOUTS

The Smith, Kline and French Business Experience and Education Program

Beginnings

The Division of Vocational Education of the School District of Philadelphia operates a number of motivational school-work projects for disadvantaged students from inner-city schools. The students are offered a paid, supervised work experience in conjunction with their schooling, and counseling and supplementary tutoring and training are provided by approximately twenty participating Philadelphia firms.

The school-work projects are collectively termed the Business Experience and Education Program (BEEP). The program was actually developed at a Philadelphia bank and was an adaptation of Chase Manhattan's BET program. It was initiated in the business-industrial climate but was introduced to the Philadelphia school system so that it might be included in the schools' on-going operations.

In 1968 Smith, Kline and French Laboratories, a major producer of pharmaceuticals, became a BEEP employer. In "selling" BEEP to employers, the President of the Philadelphia Board of Education usually writes to the company president initially to obtain his cooperation; but in the case of Smith, Kline and French, the company made the first move and offered to participate in the program. Twenty young men, only two of whom are over 18 years of age, are involved in the Smith, Kline and French program. Sixteen of the youths are Negroes, two are Puerto Rican,and two are white. They are drawn from two inner-city high schools where the dropout rate exceeds 40%.

Program Facts

Recruitment for the program is conducted by the participating schools. Both school and company conduct screening, selection, placement, and individual counseling for BEEP participants.

Teachers and work-experience supervisors are Board of Education employees and are paid by the school system; student-employee wages of at least $1.60 an hour and salaries of company supervisors for the program are paid by the company.

Monday through Friday during the school term students attend classes in four major subjects from 8 a.m. to 2 p.m. each day; they then work three hours a day at Smith, Kline and French. During the summer program participants work full time at the company. In addition to on-the-job training, the company also brings the 20 students together for weekly conferences which include guidance and individual counseling by company supervisors, personal orientation, company information, group discussions, and field trips.

Jobs for the BEEP program were specially created for high school student employees since the normal high school student typically lacks the skills and experience needed for existing company positions. The jobs were carefully chosen to call only for basic skills initially, then for more skill and more involvement as education and experience progress. In effect these jobs were designed to facilitate the movement of the student employee through a necessary, and often difficult, transition period.

Seventeen different job titles, including Purchasing Trainee, Printing Trainee, Apprentice Draftsman, Lab Helper, Mail and Stockroom Trainee, and Marketing Research Clerk, are listed for the 20 BEEP participants--job titles which did not exist in the employment milieu at Smith, Kline and French prior to BEEP. The training required for these positions is scheduled to take 21 months. Wages are paid by the hour.

Although no advisory committee exists for the BEEP program, one school supervisor is designated as the liaison between school and company. This supervisor is a work-experience teacher-coordinator with experience in occupational education and administration.

Company training staff provides half-day general orientation sessions for first-line supervisors involved in the program. No special training sessions are conducted for school staff but their experience in working with BEEP is considerable.

Problems and Solutions

The company has experienced some difficulty in communicating its needs to school personnel, but the school is attempting to respond through increasing flexibility in scheduling and other school policy matters. School supervisors are also devoting time to expediting communication and cooperation between school and company personnel involved in the program.

Results

Too little time has elapsed since the Smith, Kline and French program began for evaluative data to be made available. However, both school and company personnel have expressed satisfaction with the program and take pride in having developed a means of aiding disadvantaged youth in finding a productive niche for themselves in society.

For information, contact

BEEP Administrator
Smith, Kline & French Laboratories
1500 Spring Garden Street
Philadelphia, Pennsylvania 19130

WORK EXPERIENCE/JOB TRAINING/EDUCATION for SCHOOL DROPOUTS

The Dougle E Program and Carson Pirie Scott & Co.

Beginnings

When the president of the Carson Pirie Scott & Co. Department Store approached the Superintendent of Chicago schools in search of potential "executive trainees" from among high achieving senior students, the superintendent suggested that the president alter his plans and work with dropouts instead. The result was the Double E Program (Education and Employment), a cooperative work-study program for unemployed out-of-school youth. The underlying rationale for the program is that dropouts need a unique, realistic, and financially rewarding experience to stimulate their interest in learning.

When the program was initiated in the summer of 1961, the City of Chicago, the Ford Foundation, and Carson Pirie Scott sponsored it. After the first year, the Board of Education assumed program costs. Over the years, the number of cooperating employers has varied; but as many as 80 have been involved, with CPS remaining as the company offering the largest number of positions. The department store's contribution to the Double E Program has been so significant the Readers Digest and the National Retail Merchants Association presented Carson Pirie Scott & Co. with the "Retailing Serves America" national award.

Program Facts

The Double E Program is in operation 48 weeks per year and induction of new students occurs every ten weeks. Participants spend twelve hours a week in class and from 24 to 32 hours a week on the job in merchandising, clerical, or other entry-level positions. Classes are held in English, social studies, business training, and basic mathematics. Class content is both job-oriented and academically oriented. High school credit is given, and of those who complete Double E training, 20% receive high school diplomas. Workshops are established for independent study in required subjects or elective subjects when class demand is insufficient to warrant operating regular classes.

The ratio of males to females is four to three and the majority of students are either Negro or Puerto Rican. Approximately 300 students participate in the program at any given time, although the figure may vary. Since the program began, over 3,000 students have participated.

Teachers, curricula, and the physical environment are well structured to fit the needs of the student: (1) since the quality of teachers and supportive personnel is considered to be one of the most important factors in the adjustment and eventual success of the student, all Double E teachers receive on-going in-service training (4 hours weekly); (2) whenever possible, subject matter is complemented by realistic learning experiences; (3) the physical environment is deliberately different from the typical school setting, i.e., classes are conducted in a downtown office building, surroundings are cheerful, and the atmosphere is casual. The primary aim is to provide support for youth who are willing to continue their education but may not be ready to survive the competition in a standard educational environment.

The Employers Advisory Council, a group of Double E employers, meets monthly with school representatives and serves as a link between the participating companies and the school. The council works actively with the school staff to structure the program and to solicit new employers. In the past, members of the council have exposed students to a more realistic view of work by means of a career orientation program which included company visits and workshop discussion of job possibilities. The council has also assumed a leadership role in disseminating information to interested parties in government, industry, and the communications media. Participating employers are Carson Pirie Scott & Co.; Peoples Gas, Light & Coke Co.; the Western Electric Company; the Illinois Bell Telephone Company; the John R. Thompson Co. (restaurants); the Prudential Insurance Company; and Science Research Associates, Inc.

Results

The philosophy of the Double E program is that normal progress comparable to that of a well-adjusted student in a regular school is desired--not spectacular gains. The greatest service provided by Double E is "to assist youths to understand themselves and reevaluate their future goals in life."

A final, noteworthy item is that many of the recommendations for educating school dropouts which emerged from the operation of the Double E Program have been incorporated in the Manpower Development and Training Act (MDTA) and the Vocational Education Amendments of 1968.

For information, contact

High School Work Study
Coordinator
Carson Pirie Scott & Co.
1 South State Street
Chicago, Illinois 60643

OR

Urban Youth Program
Chicago Public Schools
201 North Wells Street
Chicago, Illinois 60643

Prudential and the Education Center for Youth

Beginnings

The Education Center for Youth has been called the most prestigious high school in Newark, New Jersey. Essentially it is a high school for dropouts which offers work-school experience on a "learn-and-earn" basis.

The Center received its initial impetus largely through the efforts of the Senior Vice President of the Prudential Insurance Company of America who, on behalf of seven Newark business organizations, requested that the Newark Board of Education establish a separate high school for one hundred out-of school youths.

On the strength of this request, an investigating team representing the Board of Education, the State Employment Service, and the school system was dispatched to study several programs operating in the Chicago area. The resulting reports and recommendations eventually became the basis for the proposed Education Center for Youth.

The plan for the "Center" was subsidized with $50,000 of special state education monies. Professional help was offered by the State Education Commissioner's staff, the State Department of Labor, and the County Superintendent of Schools.

In December 1964, the school opened on a site in the downtown area of Newark. The student body consisted of 100 unemployed out-of-school youths ranging in age from 16 to 21. These candidates had been screened by the Youth Career Development Center of the New Jersey Employment Service, the Guidance Department of the New Jersey Secondary Schools, and the chief administrator of the Education Center for Youth.

Program Facts

Basically the Center is a special high school designed to encourage completion of secondary education by providing work-study experience for dropouts. Students are recruited through the schools and by newspaper advertising, radio, TV, and word of mouth. Outreach is also accomplished by means of close cooperation with civil rights groups and the State Employment Service as well as with regular high schools in the city. Facilities are donated by a church in the downtown Newark area adjacent to the main library and the museum; and the rooms loaned for high school study are the same rooms used by the church for Sunday School sessions. At the outset and until the regular furniture and supplies arrived, necessary equipment was provided by the participating business organizations and the Board of Education (e.g., desks, bookcases, typewriters, textbooks, and even lighting).

One hundred students participate during a normal training cycle (approximately 40% male and 60% female). The students are primarily Negro, although white and Puerto Rican students also participate. The students work and study during alternate weeks; and, while 50 students attend school, the other 50 work.

One hundred jobs are guaranteed for the students by the seven participating local businesses for the duration of the program. Participating companies and their respective job functions are as follows: Bambergers--sales clerk, wrapper, marker, and stock checker; Humble Oil and Refining Company--service station trainee (Esso); New Jersey Bell Telephone Company--telephone operator, clerk; Prudential Insurance Company of America--duplicating machine operator, messenger, clerk; Public Service Electric and Gas Company--keypunch trainee, librarian trainee, clerk; Western Electric Company--bench machine operator, detail maker's assistant, stock chaser, photographer trainee, keypunch trainee, engineer-drafting trainee, clerk; Westinghouse Electric Corporation--printing trainee, engineer-drafting trainee, clerk.

In some cases, the jobs offered were not available originally but were "fractured" and thus adapted to the needs of the program operation. Otherwise, the students who work as employees of the various companies receive no special treatment, nor do they replace any regular company employee. Both work and attendance records must be satisfactory. The company pays the basic starting salary, and the total expenditure for all companies is $155,000 annually. No company is obligated to offer employment to a student after he has completed the Center program.

Like work standards, school standards are also high. Thus, the student must maintain above-average attendance records. The school calendar year does not parallel the typical academic year but corresponds instead to the industrial schedule; consequently, the student studies and works throughout the summer and during other regular school vacations, including Christmas and spring holidays.

The program curriculum is the same as that offered in a regular high school, e.g., English, mathematics, social studies, and business education are offered. The difference is that the courses are adapted to the needs of the Center student. Since individual differences range from perhaps a ninth-grade to an incomplete twelfth-grade education, each student works at his own rate of speed. Instruction is geared to individual rates of development and no time limit exists for course completion. To facilitate such individual pacing, classes are small with a maximum enrollment of ten students.

The faculty members involved in the program are experienced Newark high school teachers. The entire Center staff includes five subject-matter specialists, two part-time work-study coordinators, two full-time guidance counselors, a social worker, and a part-time nurse. Additionally, any professional services which are ordinarily available to the Newark schools are at the disposal of the Center.

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Results

The Center has operated successfully since December 21, 1964, and approximately 350 students have been enrolled. Of the total, 190 have earned their high school diplomas, 100 are still participating, and 76 have dropped out. This 60-65% retention rate compares very favorably with that of regular Newark high schools, especially when it is remembered that the Center students are already alienated from school and could be expected to produce a zero retention rate.

Of the 190 students who received high school diplomas, 121 are employed, 8 entered the military service, 15 are homemakers, 20 have undertaken college work (at least on a part-time basis), and only a handful are unemployed.

Warm approval of student performance, both in school and on the job, has come from employers and teachers alike. These young people apparently have been inspired to seek new goals and the results seem to indicate that the dropout can become an able, willing, and successful worker. In the words of the Center Director, "these students have become givers rather than takers."

For information, contact

Senior Community Relations
Consultant
The Prudential Insurance Co.
of America
Prudential Plaza
Newark 1, New Jersey 07101

OR

Director
The Education Center for Youth
15 James Street
Newark, New Jersey 07101

State Farm Insurance and the Bloomington-Normal Employment Opportunity Program

Beginnings

In 1968, representatives of the Home Office (i.e., corporate headquarters) of State Farm Insurance Company met with other interested business persons in the community to discuss the black employment problems in Bloomington-Normal. Subsequent discussions led participants to examine the feasibility of establishing a program to hire and train Negroes in the area. Through a selected group of Negro leaders who obtained information on the extent of Negro unemployment, it was determined that approximately 30 to 50 Negroes were in need of skills for jobs.

As a result of this information, the Bloomington-Normal Personnel Council (a long-standing community group of professional personnel people who assist in implementing sound personnel practices) undertook a project to find and train non-student Negroes who lacked the skills necessary for employment. Participating employers included the following: Biddle Advertising Company, Illinois State University, Firestone Tire and Rubber Company, Illinois Agricultural Association & Affiliated Companies, the Eureka Williams Corporation (a division of Union Electric Corporation), the General Telephone Company of Illinois, Brokaw Hospital, the Daily Pantagraph, the State Farm Illinois Office, and the State Farm Home Office.

Program Facts

In May 1968, local high school and college guidance counselors assisted personnel representatives in conducting individual counseling sessions for interested Negroes. Many of the fifty Negroes who attended the session were qualified for direct job placement and simply needed encouragement in applying for employment.

In June of the same year, 19 unskilled Negro females began clerical training sponsored by the Bloomington-Normal Personnel Council. The women ranged in age from 17 to 45, and the majority were married and had families. Some trainees lacked high school diplomas but began to attend adult education classes to prepare for the General Educational Diploma. (Even though trainees were assured employment for the program, the importance of this diploma was emphasized as being critical to advancement.)

The 8-week program exposed the trainees to typing, filing, mail handling, office machines and office etiquette. Pre-vocational orientation and training in office behavior were also offered, i.e., employment application procedures, dress, and techniques of communication were taught. Six hours a day were required on the job while two hours were spent in class. Member firms paid all trainees the minimum wage of $1.60 an hour.

The program is locally financed with funds provided by the Bloomington-Normal Personnel Council. The Bloomington school system provides classroom space at a local junior high school in addition to providing necessary equipment.

Results

Of the 19 women who began classes in June, all trainees successfully completed the training program, and 15 were employed (four at State Farm).

The company considers the program to be relatively inexpensive--the cost to participating firms, i.e., those firms who hire these employees, is $45 per employee. Company representatives cite working with the schools as a distinct advantage since the schools can easily provide space and equipment for training.

The experience gained from this initial undertaking may result in certain program changes, e.g., officials say they may open the program to both whites and Negroes in the future and that they will also advertise more widely.

For information, contact

Home Office Personnel Director
State Farm Insurance Company
112 East Washington Street
Bloomington, Illinois 61701

Houdaille-Duval-Wright Company's Leadership Training Course for Leadmen

Beginnings

The Houdaille-Duval-Wright Company, a division of Houdaille Industries in Jacksonville, Florida, cooperated with Florida Junior College to conduct an experimental one-time course in leadership training for leadmen. The leadman, an hourly employee, is a "straw boss" or informal leader selected from the work crew to assist the foreman. The H-D-W Company, a manufacturer of prestressed concrete construction products, originated the idea for the company employee upgrade training in response to the need to (1) develop supervisory skills, and (2) improve leadership attributes and job responsibility levels among minority group employees.

Program Facts

The program was designed to foster personal development and to improve supervisory techniques and leadership abilities among plant leadmen (primarily non-whites) and other interested employees. In conducting the program, the company cooperated with both a secondary school and a junior college.

The company performed the upgrade training and is conducting follow-up of participants. Also provided by the company was general orientation training (e.g., grooming, punctuality, etc.). The school's primary contribution was basic education; additionally, it offered general orientation.

The program was conducted on school premises. Participants attended class three hours two nights a week for a six-month period at New Stanton Senior High School. The company paid all direct costs (except the teacher's salary) including reimbursement of participants. The junior college provided the teacher; and the county high school provided classroom space and supervisory time (for curriculum planning with company officials and for overseeing classroom activities).

The Future

Although the program was initiated and conducted strictly on an experimental basis, it is nevertheless expected to be continued as the need for such training recurs.

For information, contact

Assistant Manager,
Industrial Relations
Houdaille-Duval-Wright Co.
1000 Riverside Avenue
Jacksonville, Florida 32201

OR

Coordinator of Evening Studies
Florida Junior College
Cumberland Campus
Jacksonville, Florida 32205

Leaf Brands and the Chicago Board of Education

Beginnings

The Leaf Brands Division of W. R. Grace & Co., a candy-making organization in Chicago, Illinois, cooperates with the Chicago Board of Education, Division of Adult Basic Education, to provide a job-oriented education program for disadvantaged persons. The program was initiated in response to high turnover, the need for basic education to improve job status, and lay-offs indirectly attributed to language handicaps.

The local Federal anti-poverty agency, State employment agency, and the National Alliance of Businessmen are involved in the program. Union approval was also obtained prior to the establishment of the program. Funding is divided with 60 per cent provided by schools and 40 per cent by industry. Federal funds are used under a Manpower Administrator (MA) contract.

Program Facts

The Leaf Brands program involves basic education for functional and complete illiterates, English as a second language, and preparation for citizenship. It is designed for inner-city residents and is partially directed toward Spanish-speaking persons: thus, 60 per cent of the participants are Negroes; 25 per cent are South American immigrants, Mexican-Americans, or Puerto Ricans; and 15 per cent are white Appalachian migrants. Approximately 200 trainees, ranging in age from 20 to 40, participate in a typical 39-week training cycle. Trainees are typically from such job categories as packer, warehouseman, and serviceman. They spend an average of 7½ hours per day on the job and 1½ hours in the classroom and are paid for the 9-hour working day by the company.

The program is conducted on company premises with teachers supplied by elementary and adult basic education schools. Eight instructors are provided part time by the school--four in basic education (communications skills, including English as a second language; basic arithmetic; etc.) and four in regular academic subjects. Five company personnel are utilized in the program. Within the company sensitivity training is conducted for all levels of management on a continuing basis.

Each trainee attends a counseling session at least once a week in which is offered counseling for psychological purposes, health problems, and academic and career planning. The counselors are regular Chicago Public School counselors who are recruited and paid by the company for this additional guidance activity.

The program is open to all employees who volunteer to participate. For some positions, the program is a requirement. Trainees are screened and selected according to job requirements and promotional training needs.

Disadvantaged individuals are recruited for the program through public employment agencies, the Concentrated Employment Program (CEP), religious organizations, social and fraternal groups, and the Urban Progress Center (a federally sponsored community clearing house, located in 125 major cities, which conducts training, administers exams, and provides other job preparation).

Problems and Solutions

Cooperation between Leaf Brands and the Chicago schools has resulted in certain changes in school teaching methods, particularly with respect to the use of industrial mathematics in regular math programs. Special school problems generated have included attendance and conflicting work schedules. Through group guidance and immediate follow-up, the attendance problem was improved. Conflicting work schedules were eased by rescheduling work. Problems encountered by participants, e.g., keeping regular hours and working toward long-term goals, were also dealt with through group guidance programs. Finally, flexibility of school scheduling was required to accommodate plant needs.

Results

Since its initiation in August 1968, the Leaf Brands program has reportedly reduced absenteeism and employee turnover. Participating employees also seem to be more interested in their work. The company considers the program to be relatively inexpensive since the lower rate of turnover, improved product quality, and lower insurance rates (made possible by lower accident rates) offset the initial outlay of funds.

For information, contact

Training Director
Leaf Brands Company
1155 North Cicero
Chicago, Illinois 60465

JOB FAIR
for PROSPECTIVE EMPLOYEES

Detroit Public Schools and the Bank of the Commonwealth

Beginnings

Since total employment remains one of Detroit's most persistent problems, the Guidance and Counseling Department of the Detroit Public Schools and the Michigan Employment Security Commission (MESC) met together to investigate the feasibility of a community effort to train and hire persons from the inner-city. Specifically, the investigators explored ways for maximizing the employment opportunities of graduating high school seniors.

The result was a cooperative approach to employment services for June graduates unable to find employment; and a pilot project, involving a city-wide job fair, was initiated as a technique for bringing employers and job seekers together on neutral ground for satisfaction of their mutual needs. The Bank of the Commonwealth was one of the many employers contacted by MESC which subsequently participated in the Job Fair. (In addition to its participation in the Job Fair, the Bank of the Commonwealth is also involved in two other community activities. One activity involves a co-op program in which students enrolled in business courses attend formal high school classes for half a day and work as part-time bank employees for the remainder of the day. In the second community activity the bank, upon invitation, provides a specialized occupational information presentation to schools which concerns job opportunities available at the bank and the requisites for employment.)

Program Facts

The two-day Job Fair which resulted from Detroit community cooperative efforts took place two weeks after the 1968 graduation to avoid any conflict of interest with commencement activities. Students had first been encouraged to find their own jobs, and the Job Fair was actually geared to securing employment for those unable to find jobs. A total of 503 students participated; the majority of participants were female minority group members.

The Detroit Job Fair was coordinated under the direction of the Guidance and Counseling Department of Detroit Public Schools. The Institute of Labor and Industrial Relations of Wayne State University provided the space for the activities, and the Wayne State Guidance Department provided the counseling services of graduate students enrolled in a summer-session occupational information class. Orientation for the 48 student counselors was undertaken by personnel from the Public School System and MESC. It included treatment of such items as punctuality, personal appearance, and references, in addition to the importance of entry jobs. The use of student counselors provided a good opportunity for in-service training and was a helpful contribution since regular school counselors were vacationing.

MESC arranged for the participation of the employer. A total of 32 employers participated with representation including department stores, food stores, banks, hospitals, automobile companies, an airline, a beverage company, a clothing store, a bedding manufacturer, a telephone company, an employment agency, and a government agency.

For publicity purposes, fliers were distributed to all seniors enrolled in Detroit's public and parochial high schools. Officials also alerted television and radio personnel to the Detroit Job Fair. And finally, publicity was provided by Detroit's Youth Opportunity Center.

The first day's activities were based on a Readiness Clinic which included small group and individual counseling, coaching and a film on job-seeking techniques, and issuance to each applicant of three introduction cards for scheduling interviews with prospective employers. The second day's activities consisted of the interviews conducted by employers.

Results

As a result of the Job Fair, more than 200 graduates were given employment: 119 were hired on the spot and 80 more were later hired. Unsuccessful job seekers were to be contacted by MESC for additional testing, counseling, and referral.

Projected Improvements

Experience with the Job Fair pilot project led to a number of suggestions for improvement. It was suggested, for example, that for efficient operation, the Clinic Day and the Employer Day should be a few days apart; that company application forms should be completed on Clinic Day to allow as much time as possible for interviews during Employer Day; that a central scheduling approach should be used to provide information and appointment times both for applicant and employer; that placement of interview tables should offer the interviewee maximum privacy; and that employers should provide complete job descriptions for use by counselors prior to the Fair.

For information, contact

Employment Supervisor
Bank of the Commonwealth
719 Griswold at Fort
Detroit, Michigan 48226

OR

Detroit Job Fair
Detroit Public Schools
5057 Woodward Avenue
Detroit, Michigan 48202

Goldsmith's Department Store
and the Memphis City Schools

Beginnings

Goldsmith's Department Store of Memphis, Tennessee, in cooperation with the National Alliance of Businessmen (NAB) and the Memphis school system's Distributive Education Department, has instituted a program designed to help unemployable persons acquire and maintain jobs in retailing.

Goldsmith's is a member of the Federated chain, and in the summer of 1968 Federated held a conference for training directors from all member stores for the purpose of stimulating the establishment of training programs for the disadvantaged. Goldsmith's training director responded by initiating a program to aid the inner-city minority disadvantaged of Memphis--a city of some 600,000--in learning job skills. The program is conducted in cooperation with the Distributive Education Department at Memphis Carver High School.

Program Facts

The Goldsmith program is aimed at "unemployables" aged 22 to 45 who have received screening approval from the local Federal anti-poverty agency. The store conducts recruitment, screening, and selection activities, and pays all program costs; the school system provides an instructor and various educational materials. Since Goldsmith's hires almost all trainees, the program is designed to fill jobs available within the store.

Instruction, which takes place on store premises, includes initial orientation, skills training, and brief sensitivity sessions. Sensitivity training is conducted not only for trainees but also for department heads. Counseling is a regular part of the program and is offered throughout the training period. Concepts of social responsibility toward the community are also explored and good grooming techniques are dramatized by providing participants with "cleaniness kits" (deodorant, soap, etc.).

A typical training cycle lasts six weeks and has included from 5 to 12 trainees. A "buddy" system is used to aid the trainees' adjustment and information is provided both in terms of job requirements and personal needs. Trainees are paid by the employer initially on a daily basis to provide exposure to budgeting needs and techniques.

Problems and Solutions

Before program operations were underway, it was anticipated that trainees might experience various problems with money, e.g., lack of bus fare, lunch money, etc. Accordingly, a petty cash fund was established so that trainees could obtain loans to handle such contingencies. Monetary arrangements were also made for medical, dental, and clothing needs. Additionally, lectures and films illustrating money management were provided.

Results

Since the program's inception in June 1968, no major problems have arisen with either initial or subsequent training groups. Goldsmith's personnel are well pleased with the results of their efforts, and the store intends to continue the program on a permanent basis.

For information, contact

Training Department
Goldsmith's Department
Store
123 South Main
Memphis, Tennessee 38101

OR

Distributive Education Department
Carver High School
1591 Pennsylvania
Memphis, Tennessee 38109

Mobile Industrial Training Units: The New Jersey Approach to Work Experience Programs

Beginnings

The New Jersey State Department of Education has developed a unique approach to providing work experience for children from seasonal and migrant families. Every summer a substantial number of such families come to New Jersey to seek summer work on farms; and, due to the large number of children in these families (as many as 3600), a mobile training program was initiated to provide them with knowledge of and exposure to the world of work.

Because the migrant or educationally disadvantaged child is beset with many problems in making the transition from his present pattern of living to that of a complex American industrial society, a buffer zone is needed to aid the adjustment process. Otherwise the frustration generated from an abrupt move from one world to another would probably lead to failure.

To minimize the effects of the transition, a buffer is provided by the New Jersey State Department of Education by means of an introductory program of instruction, exposure, and guidance provided by mobile units. The mobile units, 10' x 60' and completely self-contained, travel to the various school districts in the State where they park and offer several services.

Three mobile approaches exist. In addition to the industrial approach herein reported (i.e., exposure to the employment process and to manufacturing processes), a business education learning lab was established to familiarize students with the operations, functions, and duties involved in the use of various business machines. Skills are not emphasized; rather students are conditioned to become confident in the use of office machines. A third approach, the multi-occupational training unit, is planned which will provide training for supermarket checkers and for automotive tune-up specialists--two occupations which are currently in demand.

Program Facts

The mobile units operate year round, serving five migrant education centers and ten school districts within the State. The success of the mobile unit approach depends on the close cooperation of industry, business, local school districts, and the State Department of Education.

All instructional techniques are relevant to the total operation. Therefore, the student sees not only the relationship between training program lessons and immediate program objectives but also the connection between training and the ultimate objective of getting and holding a job.

Program Content: Orientation Phase

Program content for the industrial approach is aimed at teaching industrial concepts and includes everything in the employment process from the application form to job placement. Emphasis is primarily on development of the attitudes, values, skills, and habits necessary for obtaining a job and advancing in that job.

As a preliminary step, the employment application is explained. Next telephone techniques for scheduling employment interviews are practiced with a "prospective employer." Representatives on loan from local industry conduct short employment interviews which are video-taped for diagnostic purposes. A critique by the interviewer provides the student with a professional assessment of his performance in the interview process. Finally, each "applicant" is hired and instructed to report to work the following day. Punctuality and attendance are emphasized and the student is instructed in the use of the time clock and its function in the determination of pay.

Program Content: Production Process

The work component in this work-experience program is extremely realistic. Raw materials are obtained from various industries within the area and the work closely parallels that of industry. Materials are collected by a truck which accompanies the unit, and the technique is used to familiarize students with processes of shipping and receiving, loading and unloading, and also procedures required for filling out shipping orders.

When raw materials are received, goods are stacked and inventoried in preparation for the assembly process. Goods are fabricated by means of a 20' conveyor belt which is equipped with variable speeds. A quality control station monitors production and traces defects revealed in the control process. Completed quality products move to bulk packaging, the conveyor belt is reversed, and the products are loaded on the truck for shipment.

The primary emphasis in the production process is on teamwork, efficiency, accuracy, and human relations. The production process and skills are important, but secondary. Safety is also stressed throughout the operation. And finally, exposure is maximized by rotating students on each job.

Related Program Efforts

Information supplemental to the production process is provided in two areas: payroll procedure and consumer knowledge. Areas pertinent to the payroll procedure include computation of wages and hours, piecework computation and related mathematics. The math program, conducted on an experimental basis in cooperation with Olivetti Underwood, consists of using calculators to solve problems which arise as a result of the industrial process. Paychecks are computed and students receive non-negotiable checks. Banking and budgeting are explored in an attempt to aid the student in handling his personal finances, and a local bank representative is invited to instruct students in cashing checks and opening bank accounts.

Results and Implications

The mobile training program has been in operation since summer 1968, and, although no formal data have been reported, ten students have been successfully placed on assembly lines in two of the cooperating companies.

The implications of the mobile approach to training are many. Conceivably, the approach could be applied to (1) working with mentally retarded, physically handicapped, emotionally disturbed and slow-learning students; (2) adult education for rural poor, urban disadvantaged, migrants or seasonal workers; (3) evaluation stations for individuals entering sheltered workshops; and (4) pre-vocational orientation stations at industrial sites.

For information, contact

Administrative Assistant
Vocational Programs for Migrant & Seasonal
Families
New Jersey State Department of Education
Trenton, New Jersey

TAT:
the Training and Technology Project

Purpose

The Industrial Skill and Technical Training Program of the Training and Technology (TAT) Project at Oak Ridge, Tennessee, is a 52-week program providing advanced level industrial skills and technical training for the underemployed and unemployed. TAT has the dual purpose of providing fuller utilization of human resources while also filling some of the critical manpower needs of modern industry. It is based on the concept that excess training capacity of industry can be used in combination with resources of education and government to expand and expedite manpower training.

The program is being conducted by Union Carbide Corporation-Nuclear Division, operating contractor of the U. S. Atomic Energy Commission (AEC); the University of Tennessee; and Oak Ridge Associated Universities (ORAU) in cooperation with the Tennessee Department of Employment Security, the Tennessee Division of Vocational-Technical Education, and organized labor. It is supported by funds from the U. S. Department of Labor and the Atomic Energy Commission.

Program Facts

Training occurs in six occupational areas: physical testing technology, mechanical engineering technology, general mechanics, machining, welding (2 sections of 26 weeks each), and electronic technology. The program has a total of 190 twelve-month "slots" or training positions, the average training time being six or seven months. As trainees are graduated to jobs, new trainees are brought in to fill the vacant slots. In this way over 300 persons are trained during the year. Approximately 41% of the trainee population is comprised of minority group members (mostly Negroes, a few Cherokee Indians). Seventy-five percent of the population is within the 18-25 age group; the remaining 25% is aged 25 and over.

Participants are paid weekly, subject to reduction for absenteeism, by MDTA (Manpower Development and Training Act) funds. An average of three hours per day is spent in classroom instruction and the remaining five hours are spent in shop and laboratory instruction. Individual counseling for program participants is provided on a regular basis and includes both academic and personal counseling. The company staff is comprised of 60 personnel (most of whom are part-time), and the school staff consists of 12 ORAU personnel.

Results

A total of 524 trainees (85% of those who began the program) completed the first phase of TAT, which operated from June, 1966 to July, 1968. Of those who have completed the program and are employed by the company, all are on the job for which they were trained. Turnover is approximately the same as among regular employees, and trainee satisfaction is reportedly high. The program is considered to be relatively inexpensive since use is made of existing facilities and equipment.

As a result of the success of the TAT program, the Department of Labor and the Atomic Energy Commission are jointly supporting a new program, TAT-Phase II. Under this program, AEC and the Department of Labor, using MDTA funds, jointly support a program to find, prepare, and train local disadvantaged people to qualify them for entry-level employment. Educationally deprived trainees are identified through a recruitment intake network of cooperative linkages with the Neighborhood Youth Corps, the Bureau of Work Training Programs, and other agencies. Trainees participate in special part-time job-preparatory programs which offer instruction in mathematics, communications, and "trade science." About 200 trainees per year from these preparatory programs, along with trainees recruited elsewhere, receive full-fledged occupational training for six to twelve months in the regular TAT-Phase II program. Trainees are then placed on industrial jobs where they receive further specialized training.

For information, contact

Training Director
Y-12 Plant
Union Carbide Corporation,
Nuclear Division
P. O. Box Y
Oak Ridge, Tennessee 37830

OR

Oak Ridge Associated
Universities
Badger Avenue
P. O. Box 117
Oak Ridge, Tennessee 37830

VOCATIONAL GUIDANCE INSTITUTE for SCHOOL COUNSELORS
INDUSTRY VISITATION for DISADVANTAGED IN-SCHOOL YOUTH

Goodyear Tire and Rubber Company
and the Akron Public Schools

Beginnings

Goodyear Tire and Rubber Company (in addition to Firestone Tire and Rubber Company, Ohio Bell Telephone, the Akron hospitals, and Summit City Building Trades) cooperates with the Akron Public School System to provide summer work experience for high school counselors from Akron inner-city schools. The goal of the program is to familiarize counselors with the jobs available for the disadvantaged and the training needed for those jobs. This unique approach was initiated in an effort to inject realism into counselor training and to render counselors more capable of properly guiding inner-city youth and of improving students' knowledge of job opportunities.

Program Facts

Several Akron secondary schools participate in the three-year-old program. The schools are responsible for recruitment, screening, and selection activities while the companies provide occupational information, placement, and on-the-job training.

Students were included in the program of exposure so that, hopefully, they could relay credible information to their classmates through a slide presentation of their experiences. Thus from each participating school, students recognized as leaders of below average or average school classes were selected to participate with the counselors in order to provide for credibility and to optimize identification of fellow students with the student participant.

Counselors and students spend from six to eight weeks in the company for eight hours each day during the summer. They observe, question, and investigate the entry-level job opportunities available in these companies for out-of-school students. Both counselor and student trainees are paid by the employer. In a typical program cycle, 75% of the participants are white and 25% are black.

The use made of program offerings by the counselors is relatively individualized. Each participating counselor adapts the program to the particular needs of the students he serves. Since many of the same counselors participate every year, program officials try to enrich the program by adding new elements yearly. Furthermore, counselor critiques are requested and the resulting feedback is used to improve the program.

Results

According to school officials, the most significant change which cooperation with industry has effected is in the mathematics curriculum and in counseling. One of the greatest benefits of the program has been the establishment of better communication. Reportedly, both the counselors and the business people have begun to understand and appreciate the positions of each other.

For information, contact

Manager, Management Training Goodyear Tire & Rubber Co. 114 East Market Street Akron, Ohio 44316	OR	Director, Child Services Akron Public Schools 70 North Broadway Akron, Ohio 44316

PREP

No. 9-D

Selected ERIC Documents on Job-Oriented Programs for the Disadvantaged

A continuing source of current research on preparing the disadvantaged for the world of work is RESEARCH IN EDUCATION, the monthly abstract journal published by the Educational Resources Information Center (ERIC) of the U.S. Office of Education. The following documents are some of the latest entries into the ERIC system on this topic. The ED number following each title is the number assigned to this document for identification and retrieval purposes. Copies of the documents may be ordered by ED number, either in microfiche (MF) or hard copy (HC), from the ERIC Document Reproduction Service, the National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. The page numbers and prices are also given for each document.

Job and Career Development for the Poor--The Human Services. ED 013 234. 36 pp. MF-$.25; HC $1.52.

Operation Giantstep, Research in a New Remedial Program and Community College Industrial Technology Curriculum for Disadvantaged High School Graduates. ED 012 830. 114 pp. MF-$.50; HC-$4.64.

The Development of Prevocational Education Literacy Courses for Use With Computer Assisted Instruction of Disadvantaged Youth and Adults. ED 015 230. 5pp. MF-$.25; HC-$.35.

A General Technician Program for Disadvantaged Youth. ED 015 727. 17pp. MF-$.25; HC-$.95.

Jobs Now, A Project To Find Employment for 3,000 Young Men and Women, Provide a Unified Approach to Employment of the Disadvantaged, and To Operate a Seminar Center for Personnel Involved in the Recruiting, Training, and Employment. ED 016 125. 105pp. MF-$.50; HC-$4.28.

A Pilot Project To Develop a Program of Occupational Training for School-Alienated Youth. ED 016 868. 167pp. MF-$.75; HC-$6.76.

Preparing Disadvantaged Youth for Work. ED 020 396. 18pp. MF-$.25; HC-$.80.

Workshop on Job Development for Disadvantaged Youth, Summary of Proceedings (New York N.Y., June 14-15, 1967). Manpower Training Series. ED 022 922. 109pp. MF-$.50; HC-$4.44.

Office of Education